DOCUMENT RESUME

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AUTHOR	Antonelli, Sharon
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INSTITUTION	San Jose City Coll., Calif.
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ABSTRACT

These three instruction manuals are designed as aids for faculty and staff teaching consumer education, nutrition, and parenting. They include resources for teaching limited English speaking students. A 17-page Vocational English as a Second Language (VESL) annotated bibliography precedes the instruction manuals. Each manual consists of 18 units. Each teaching unit includes learning objectives, an outline of suggested content, in-class activities, self-study and evaluation suggestions, and a list of resources. The resources section lists materials in written and video availability and cross-references to VOICE (Vocational and Occupational Information Center for Educators) and the VESL bibliography. Units vary in length from one to three hours of classroom instruction. The materials may be used with students in community colleges and the community. A VOICE annotated bibliography concludes each manual. Representative topics in the consumer education manual include advertising, contracts, credit, health care, housing, taxes, and money management. Some nutrition units are food labeling; food shopping; nutrition for adolescence, athletics, children, older adults, and pregnancy; and weight control. Representative parenting units are birth control, blending families, child abuse, pregnancy, infant care, child development, and sex education. (YLB)

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AN INTRODUCTION TO THE CONSUMER'S SOCIETY

An Instruction Manual With Resources For Teaching Limited-English Speaking Students

Consumer Education
Nutrition
Parenting

Prepared By: Project Director, Sharon Antonelli
San Jose City College

Funded By: Vocational Education Special Projects, Subpart 5

Administered By: Chancellor's Office
California Community Colleges

June 1986

CE045017

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

ACKNOWLEDGEMENTS

I would like to thank Mrs. Mary Auvil for her many hours of work reading the rough draft of this manual and for making very helpful suggestions.

I would also like to thank the San Jose Community College District for granting me a sabbatical leave for the 1985-86 school year, which allowed me the time to write this manual.

Mr. Gustavo Valadez, E.S.L. instructor at Evergreen Valley College and preparer of VESL (Vocational English as a Second Language), an annotated bibliography of resources, graciously contributed the VESL Bibliography.

In addition, I wish to thank the members of the Advisory Committee who provided assistance with ideas for topics to be included in the manual and also for the organization of the manual.

ADVISORY COMMITTEE

Mrs. Betty Clamp, Ohlone College
Mrs. Mary Ann Durkin, Y.W.C.A., San Jose
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Project Director, Sharon Antonelli
San Jose City College

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VESL BIBLIOGRAPHY

This extensive annotated bibliography was developed by Mr. Gustavo Valadez at Evergreen Valley College, San Jose Community College District. Mr. Valadez attempted to acquire copies of every item included in this bibliography. Those that were not located were given annotations through catalog descriptions.

Copies of this bibliography, sent to various clearinghouses in the U.S., are available through:

ERIC (Educational Resource Information Center)
1960 Kennedy Road
Columbus, Ohio 43210
(614) 486-3655

And, in California, where educational resources are available on loan to California educators, through:

VOICE (Vocational and Occupational Information
Center for Educators)
721 Capitol Mall
Sacramento, California 95814
(916) 445-0401

VESL BIBLIOGRAPHY

Consumer Education; English; High Intermediate

Adult Performance Level Project. "Coping in Today's Society." Center for Lifelong Education. New York: Harcourt Brace Jovanovich, Inc., 1979.

"Based on extensive research by the APL Project at the University of Texas, the APL Series provides eight sets of materials in the five knowledge areas of Consumer Economics, Occupational Knowledge, Health, Government and Law, and Community Resources. The sets give adult learners everything they need to become functionally literate in the APL competencies. These are the competencies identified in the original APL research as ones an adult must have in order to cope successfully in today's society." This series is not specifically designed for ESL learners, yet with minor adaptations, these pamphlets can be used in an ESL setting.

Survival Skills; English; Low Advanced

Belina, Virginia Sweet. Planning for Your Own Apartment. Belmont, California: Pitman Learning, Inc., 1975.

Designed primarily for adult learners, this booklet gives invaluable information on how to find an apartment. There are plenty of illustrations and pictures to aid in the learning process. In addition, the exercises help reinforce the vocabulary used in each unit. Highly recommended for the more advanced ESL student, the professional foreign visitor perhaps, who has the requisite language skills but requires additional assistance in basic, everyday English.

Survival Skills; Cambodian/Laotian/Vietnamese; Bilingual

Cam-La-Vie Associates. "Refugee Orientation Tapes." Oklahoma City: Cam-La-Vie Associates, unable to verify date of publication.

This is a series of cassette tapes aimed at refugee orientation. An English script accompanies each tape.

Tape #1	Introduction to the Home (Side 1) and Care-Cleaning of the Home (Side 2).
Tape #2	General Health (Side 1) and Personal Hygiene (Side 2).
Tape #3	Nutrition.
Tape #4	Nutrition (continued, Side 1) and Laundry/Clothing (Side 2).
Tape #5	Pregnancy (Side 1) and Child Care (Side 2).
Tape #6	Child Care (continued).
Tape #7	Child Care (continued).
Tape #8	Rent, Utilities, Phone (Side 1) and Banks, Transportation (Side 2).
Tape #9	Job (Side 1) and Smoking and Alcohol (Side 2).

These tapes may be ordered from:

Cam-La-Vie Associates
40 S.W. 101 Street
Oklahoma City, Oklahoma 73139

Survival Skills; English; Intermediate

Canario, Jack and Marilynne Mathias. Help! First Steps to First Aid. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1980.

Designed for adult learners, this excellent booklet gives basic information about what to do in case of an emergency.

Survival Skills; English; Beginning

Chaille, David. More Pictures That Teach Words. Beverly Hills, California: Easy Aids, Inc., 1980.

"This visually oriented vocabulary and conversation program consists of twenty double-value duplicating master lessons. It contains illustrations of hundreds of words for daily living and communicating. It includes picture-dictionary pages which depict nouns, adjectives, opposites, and verbal expressions. Several lessons are based on activity scenes which are ideal for drilling verbs and tenses. Each lesson is accompanied by teaching notes which contain conversational structures, expansion activities, and a seven-language mini-dictionary. The lessons teach vocabulary from job duties and office supplies to driving and cooking. These materials are excellent for ESL, prevocational training, bilingual, reading, special education or any foreign language."

Survival Skills; English; Beginning

Chamot, Anna Uhl. Read Right!: Developing Survival Reading Skills. New York: Minerva Books, Ltd., due in 1981.

"A wide range of realistic, practical reading matter has been selected as the basis for developing reading skills in this workbook style volume--everything from clothing labels to want ads to TV programs. The immediate relevancy of such materials leads students into exercises designed to increase comprehension and speed as well as build vocabulary. Structure and vocabulary are graded from easy to more difficult types of reading."

Consumer Education; English; Intermediate

Clews, Vince and Tana Reiff. That's Life. Fearon Educational Series Pitman Learning, Inc., 1981.

A "new life skills program of eight worktexts and eight corresponding DramTape cassettes. These materials present real life stories of four middle-class ethnic American families--Italian, Black, Hispanic, and Vietnamese."

Book 1: Emergency (Hospital Care/Credit and Insurance)
Book 2: One More for the Road (Alcoholism/Legal Problems)
Book 3: Layoff (Losing a Job/Community Resources)
Book 4: In a Family Way (Prenatal Care/Budgeting)
Book 5: Deals on Wheels (Buying a Used Car/Parenting)
Book 6: Caring (Senior Services/Travel)
Book 7: Tax Time (Income Taxes/Comparison Shopping)
Book 8: Mr. and Mrs. (Singles Living Together/Consumer Rights)

Survival Skills; English; High Beginning

Freeman, Daniel B. Speaking of Survival. Oxford: Oxford University Press, 1982.

The text is designed for adult learners who have recently arrived in the U.S. Unlike other texts of this nature, the author assumes that the learner's intellectual capacity is that of an adult. Each unit stresses the four language skills: basic presentation of vocabulary and grammatical structures and functions; expansion and reinforcement of grammar and vocabulary; information readings providing cultural understanding for each survival situation; and oral and written small group activities. An outline of practical information for ready reference ends each unit. The contents include the doctor, the hospital emergency room, the dentist, housing, fire and robbery, jobs, banking, the post office and telephone, shopping for food, clothes, and furniture, transportation, school and day care center, and auto and appliance repairs.

Consumer Education; English; Intermediate

Fletcher, William and Patrick Kelley. Finding a Good Used Car. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1977.

Designed for adult learners, this booklet shows students the process of finding a used car. Contents of the units include: choosing a car, shopping for a car, what makes a car go?, age and mileage, before the road test, during the road test, after the road test, and mechanics.

Consumer Education; English High Beginning

Follett Basic Skills; "Follett Coping Skills Series." Chicago: Follett Publishing Company, 1978.

Sixteen inexpensive workbooks develop basic skills in such content areas as consumer economics, occupational knowledge, mental and physical health, community resources, and government and law. For each booklet, there is a teacher's guide available. The series includes the following titles:

Banking
Budgeting
Owning an Automobile

Survival Skills; English; Intermediate

Larned, Phyllis and Nicholas J. Randall. Reading a Newspaper. Janus Survival Guide Series. Hayward, California: Janus Book Publishers, 1978.

Written for adult learners, this excellent guide helps students learn how to read a newspaper. Contents include topics such as looking at a news story, digging for facts, figuring out a front page, turning to the comics, enjoying the features, getting a few opinions, and checking the ads.

Survival Skills; English; High Beginning

Margulies, Stuart and Chris Welles Feder. Developing Everyday Reading Skills. Books 1 and 2. New York: Educational Design, Inc., 1982.

These books introduce reading skills necessary for on the job use. The authors studied people at work and the things they have to read on the job. For more information, write to:

Michael E. Miller
3037 Kallin Avenue
Long Beach, CA 90808
(213) 429-1919

Survival Skills; English; Intermediate

Miller, Christopher Ransom and Sherry Royce. Government and Law. ABLEST Series. Belmont, California: Pitman Learning, Inc., 1980.

This booklet is one of a series for adult learners, not specifically ESL. Nonetheless, the materials are easily adaptable for general ESL orientation to vocabulary and resources available in dealing with government and law. It teaches people how to vote and how our government has been designed.

Consumer Education; English/Laotian; Bilingual

Missoula City-County Health Department. Basic Health Care. Translated by Ge Moua and Xia Moua. Missoula, Montana: Missoula City-County Health Department, no date given.

Prepared by the nurses in the Missoula City-County Health Department, this booklet discusses the following topics: basic anatomy; nutrition; birth control; immunization; communicable diseases; dental hygiene; pre and postnatal care; first aid and over-the-counter drugs; and self-care and utlization of the health care system. This publication is available from:

Indochinese Materials Center
U.S. Department of Education

324 East 11th Street, 9th Floor
Kansas City, Missouri 94106

Consumer Education; English; Low Beginning

Motta, Janice C. and Kathryn L. Riley. Impact!: Adult Literacy and Language Skills. Book 1. Reading, Massachusetts: Addison-Wesley Publishing Company, 1982.

The first in a three-level ESL reading skills development program, this book presents survival vocabulary in adult topics such as "At the Pharmacy" and "At the Unemployment Office." A teacher's guide is available.

Consumer Education; English; Low Intermediate

Motta, Janice C. and Kathryn L. Riley. Impact!: Adult Reading and Language Skills. Book 2. Reading, Massachusetts: Addison-Wesley Publishing Company, 1982.

This book presents vocabulary dealing with daily choices, consumer choices, and lifestyles. Each unit is preceded by reading and ESL objectives.

Consumer Education; English; High Intermediate

Motta, Janice C. and Kathryn L. Riley. Impact!: Adult Reading Skills Development. Book 3. Reading, Massachusetts: Addison-Wesley Publishing Company, 1983.

Survival Skills; Spanish/English; Bilingual

Newhouse, Dora. "How to Work or Communicate" series. Los Angeles: New House Press, 1977.

Como trabajar o comunicar en (How to work or communicate in):

1. un hospital o casa de convalecientes o una casa privada (a hospital, convalescent home, or a private home);
2. un restaurante o bar (a restaurant or bar);
3. un hotel, motel o posada (a hotel, motel, or inn).

Survival Skills; English; Beginning

Refugee Education and Employment Program. The REEP Curriculum: A Functional Approach to Competency Based Survival ESL. Arlington, Virginia: Refugee Education and Employment Program, 1981.

Units in this program cover family and personal identification, time and weather, housing, health, food, clothing, emergencies, telephone, transportation, services, and employment.

"The REEP curriculum is a comprehensive system which has been developed for use with adult refugees. It also provides instructional direction to teachers of other adult learners who have a need for basic social language proficiency. The learners' immediate language needs have been identified into learning objectives, and a system which integrates the `purpose of communication' (function) grammar and content is employed...The curriculum is a two track system of instruction which provides for differences in education level and learning abilities." For information write:

Refugee Education and Employment Program
Curriculum Project
1601 Wilson Boulevard
Arlington, VA 22029

Survival Skills; English; High Beginning

Richey, Jim. "Survival Vocabulary." Hayward, California: Janus Book Publishers, 1978.

Richey has written an entire series of survival vocabulary books, aimed at adult learners. The titles in the series include: Banking, Clothing, Credit, Driver's License, Drugstore, Entertainment, Job Application, Medical, Restaurant, Sign, Supermarket. Each booklet contains readings, exercises, and vocabulary drills.

Survival Skills; English; Intermediate

Roderman, Winifred Ho. Reading and Following Directions. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1978.

Designed for the adult reader, this booklet helps students learn how to read directions. In addition, it shows students how to make and assemble things, how to use appliances, follow recipes, understand warnings; read labels, and give directions.

Survival Skills; English; Intermediate

Roderman, Winifred Ho. Getting Around Cities and Towns. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1979.

Designed for the adult learner, this booklet, through illustrations, graphics, exercises, and readings, helps students learn how to use maps, a directory, and transportation, and has other pertinent information about getting around.

Survival Skills; English; Intermediate

Roderman, Winifred Ho. Reading Schedules. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1978.

Designed for the adult learner, this booklet contains valuable information about schedules, including reading dates; reading time; making time schedules; understanding movie, TV, and radio schedules; sports schedules; ferry, bus, and subway schedules; and train, plane, and boat schedules. There are plenty of illustrations and exercises to reinforce the material.

Survival Skills; English; Intermediate

Royce, Sherry and Christopher Ransom Miller. Health. ABLEST Series. Belmont, California: Pitman Learning, Inc., 1980.

A booklet designed for the adult learner, Health, teaches them about being well and feeling good, what to do when someone gets sick, safety, things that can cause damage (coffee, drugs, alcoholism, smoking, and so forth), and how to take control of one's health.

Survival Skills; English; Intermediate

Royce, Sherry and Chirstopher Ransom Miller. Community Services. ABLEST Series. Belmont, California: Pitman Learning, Inc., 1980.

This booklet is one of a series designed for adult learners, not specifically ESL. Nonetheless, the materials are easily adaptable for general ESL orientation to vocabulary and resources available in the community.

Consumer Education; English; Intermediate

Royce, Sherry and Christopher Ransom Miller. Money Management. ABLEST Series. Belmont, California: Pitman Learning, Inc., 1980.

This booklet prepares students to manage their finances. Topics include: setting up a budget, keeping track of one's money, buying food, using money for other things, and what to do when more money is needed.

Consumer Education; Vietnamese; Bilingual

Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series." Translated by Dang-Thi-Hao. Little Rock, Arkansas: Practical Education Program, State Department of Education, 1976.

These eight booklets in Vietnamese cover various areas that consumers in the United States should be aware of. The titles are:

You and Red Tape
You and Your Borrowed Money
You and Your Car
You and Contracts
You and Your Budget

You and Insurance
You as a Consumer
You and Your Money

Copies can be obtained by writing to the Refugee Materials Center in Kansas City. 324 East 11th Street, 9th Floor, Kansas City, Missouri 94106.

Survival Skills; English; Beginning

State University of New York. "English for Living" Modules. Albany, New York: State University of New York, 1976.

These modules were designed for teaching language and coping skills to Vietnamese refugees. The modules include Banking and Checking Accounts, Shopping at the Supermarket, The Restaurant, Emergency Procedures, Finding a Place to Live, Public Transportation, The Department Store, Finding a Job, Telephone Conversations, Long Distance Calls and Directory Assistance, Dinner at an American's House and Entertaining, Invitations, Thank You Notes and Greeting Cards, Reading Maps and Asking Directions, Making Appointments, The Post Office, Getting a Driver's License, Buying a Car, Reading Labels, Buying Health Insurance, Paying Bills, Social Services, Colleges and Universities, Doctor's Office, Reading Life Signs, Celebrations, Legal Questions, Cultural Events, and Becoming a U.S. Citizen.

Survival Skills; English; Low Intermediate

Turner, Richard H. "Follett Success Skills Series." Chicago: Follett Publishing Company, 1978.

Eighteen inexpensive workbooks develop reading comprehension skills focusing on jobs and careers, personal interests and aptitudes, and useful life skills. "The `Personal Competence' books help learners apply basic skills to content that explores the learners' closest concerns--understanding and relating to self and others, managing money, getting first jobs, and living in a civic environment." Among the titles are The Money You Spend, The Town You Live In, The Jobs You Get, The Person You Are, The Friends You Make, The Family You Belong To.

Survival Skills; English; Intermediate

Weaver, Ann A. Getting Ready to Cook. Young Homemakers at Work Series. Belmont, California: Pitman Language Learning, Inc., 1974.

A basic everything-you-always-wanted-to-know book about cooking--from essential kitchen equipment to nutrition, designed for the adult learner. The many illustrations and vocabulary building exercises make this an excellent resource for adult LEPs.

Consumer Education; English; Intermediate

Weaver, Ann A. Planning Meals and Shopping. Young Homemakers at Work Series. Belmont, California: Pitman Learning, Inc., 1970.

Though not designed specifically for the LEP student, this series can be adapted to an ESL setting at the intermediate level. The author presents plenty of good exercises to reinforce the material learned in the unit.

Survival Skills; English; Low Intermediate

Westbrook, Colston R. VESL Dialogues. Oakland, California: Indochinese Ecumenical Community Center, 1981.

These materials were developed specifically for Indochinese students; however, the author plans to use them with Haitian refugees in the near future. This shows the ease with which the materials can be adapted to the language group with which one is dealing. The materials include a series of about 50 dialogues, each of which is dedicated to a specific vocation. The examples I have (dialogues 20, 26, 27 as well as one dealing with a janitor and one with a gardener) are short, one-page situational dialogues using vocabulary specific to the occupation. Dialogue 20 deals with completing a job application, 26, working as a gas station attendant, and 27, getting gasoline and oil. For further information, contact:

Colston R. Westbrook, Chief Consultant
Minority Consultants
P.O. Box 2331
Berkeley, CA 94702
(415) 841-2307

ITEM NO: 07091-PER DATE ENTERED: 1-25-84

CORINNE BEACHAM
SPECIAL NEEDS SPECIALIST

Specialist provides technical assistance to vocational education and special education teachers of handicapped, disadvantaged and limited English proficient students. Skills include: student identification, assessment, placement, and follow-up in ROPs, teaching strategies and techniques, program improvement strategies, curriculum design and modification, inservice education, goal and objective setting with program staff, job descriptions; liaison with related community agencies. Can also assist with on-the-job placement of special needs population, as well as student counseling.

AVAILABLE SERVICES: Consultation, seminars, telephone advisement, on-site visitation, inservice education.

COST: Funds are available for facilitator services through VERS, California Institute on Human Services, Sonoma State University, (707) 664-2416.

AGENCY: Coastline Regional Occupational Program
1001 Presidio Square, Costa Mesa, CA 92626
Telephone - (714) 979-1955

ITEM NO: 07470 DATE ENTERED: 5-3-84

DIRECTORY OF EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL POPULATION STUDENTS

Directory lists California programs and materials for special population students. Listings are organized by special population target groups: disadvantaged, limited English proficient, handicapped, and displaced homemakers and related populations. Within each group entries are arranged by type of resource material using the following categories: model program, model practice, resource guide, curriculum materials, audiovisual materials and reference materials. Each entry contains information on type of material, target population, description and source.

AUTHOR: Education Evaluation and Research, Inc.
DATE: 1984
PAGES: 74
SOURCE: California Community Colleges Chancellor's Office, Sacramento, CA

ITEM NO: P-9541 DATE ENTERED: 1-7-83

DIRECTORIES OF VOCATIONAL EDUCATION SPECIAL PROJECTS

Guides to special education projects in Vocational Education that are presently in progress in the state of California.

Provides summaries of the projects, proposed activities, objectives, and federal funding allocations.

Topics are grouped into the following headings:

Research	Personnel Training
Handicapped	Sex Equity
Disadvantaged	Vocational Guidance and Counseling

Includes progress and final reports.

PROJECT STARTING DATE:	June 1981
FINAL REPORT DATE:	March 1982
PAGES:	Various
RELATED INFORMATION:	Includes directories from 1979.
PROJECT DIRECTOR:	Mary Auvil and others
INSTITUTION:	California State Department of Education

ITEM NO: P-0117 DATE ENTERED: 1-17-84

ESSENTIAL LIVING SKILLS

The Essential Living Skills Project developed competencies and performance indicators for each of the Consumer and Homemaking content areas (Child Development and Guidance; Clothing and Textiles; Consumer Education; Family Living and Parenthood Education; Food and Nutrition; Housing and Home Management; and Leadership Development), plus FHA-HERO.

The project produced a promotional flyer and the CONSUMER HOMEMAKING GUIDE TO PROFICIENCIES AND PERFORMANCE INDICATORS FOR THE OCCUPATION OF HOMEMAKING which can be used as a guide in planning and improving programs which address basic life skills.

Included is a matrix of the essential skills and proficiencies as they relate to legislatively mandated reading, writing and computational proficiencies.

The project folder contains an Evaluation Report, three quarterly reports, the final report, a list of the project task force, the promotional flyer, and the consumer and homemaking guide.

PROJECT STARTING DATE:	September 1, 1981
FINAL REPORT DATE:	September 30, 1982
PAGES:	Various
PROJECT DIRECTOR:	Gerry Banicevich
INSTITUTION:	Folsom/Cordova Unified School District Folsom, CA

ITEM NO: 01254 DATE ENTERED: 8-22-83

THE EXPANDING ROLE OF COMMUNITY-BASED ORGANIZATIONS: IMPLICATIONS FOR VOCATIONAL EDUCATION

Community-Based Organizations (CBOs), according to the author of this paper, refer to the thousands of grass roots, neighborhood-based organizations established by and/or for poor and minority individuals to provide services or advocate issues related to their needs which are often ignored or inadequately addressed by governmental concerns. The author asserted that the experiences of CBOs have relevance for meaningful CBO participation in vocational education and examples were provided of CBO activity relevant to: recruitment, job-training, job-development, and effective job placement. The author proposed that vocational education instructors consider the experiences of CBOs and examine the ingredients of certain successful programs, and they might uncover valuable approaches for more effective and enlightened vocational education operations in the future.

A section on Questions and Answers about CBOs and a bibliography complete the paper.

AUTHOR: Othello W. Poulard
DATE: 1983
PAGES: 13
SOURCE: The National Center for Reserach in Vocational Education, The Ohio State University, Columbus, OH

ITEM NO: 07088-PER DATE ENTERED: 1-25-84

JIM FRIEDMAN
TEACHER: SPECIAL EDUCATION/BUSINESS EDUCATION CONSULTANT AND COUNSELOR

Specialist provides technical assistance to teachers working with handicapped and disadvantaged students. Skilled in program assessment and improvement, curriculum design, report writing; student identification, assessment and placement; IEP development; teaching strategies; budget development; location of funding sources; architectural modifcations to maximize student interest; in-service training; federal and state regulations for national priority programs; job market analysis, job development and follow-up; community agency liaison; student and parent counseling. Also skilled in the identification/remediation of Special Education/Disadvantaged students.

AVAILABLE SERVICES: Consultation, technical assistance, on-site visitation, lectures, workshops.
COST: Funds are available for facilitator services through VERS, California Institute on Human Services, Sonoma State University, (707) 664-2416.
AGENCY: Capuchino High School
1501 Magnolia, San Bruno, CA 94066

RELATED INFORMATION: Telephone: (415) 583-9977, Extension 211
Resource Person in Center for Business
Teachers, San Francisco State University
Consultant, BECCS (Business Education
Computer Consultation Service)

ITEM NO: 07241 DATE ENTERED: 8-12-83

A GROWING CRISIS: DISADVANTAGED WOMEN AND THEIR CHILDREN

The study is an effort by the U.S. Committee on Civil Rights to bring together information on the various dimensions of the circumstances of poor women so that inequities, whether intentional or cirucmstantial, can be addressed.

The Commission used 1982 data from the Bureau of the Census and other current sources and concentrated on white, black, and Hispanic female-headed households and their children.

After identifying the increase in unwed motherhood and disrupted marriages as major factors in women's poverty, the report focused on the interrelationships among employment, education, and health issues (sex-stereotyped education, biased vocational counseling, sex-segregated jobs, wage discrimination, and ill health of mother or children) as factors affecting the employment and earnings of women.

Provides an overview of some of the realities disadvantaged women face as they attempt to move themselves and their families out of poverty, such as cutbacks in Federal programs and lack of adequate and affordable child care.

The report is divided into six sections: Marital Status and Poverty Among Women; Employment; Education; Health; Conclusion; and Tables.

AUTHOR: U.S. Commission on Civil Rights
DATE: 1983
PAGES: 66
SOURCE: U.S. Commission on Civil Rights, Washington, DC

ITEM NO: 01593 DATE ENTERED: 2-27-81

A GUIDE TO INDEPENDENT LIVING

General reference and "how-to" book addressed to people who are learning for the first time to live independently. Discusses how to find a place to live, roommates, housekeeping, decorating, and security. Covers nutritional requirements, shopping tips, and makes general kitchen suggestions. Describes financial and legal responsibilities. Discusses methods for finding a doctor, dentist, buying a car, and finding a job.

AUTHOR: Barbara Weiland
DATE: 1976

PAGES: 215
SOURCE: Butterick Publishing, NY

ITEM NO: 03307 DATE ENTERED: 1-5-81

GUIDELINES FOR THE USE OF DISADVANTAGED/HANDICAPPED SUPPLEMENTAL SERVICES

Guide presents definitions and procedures which can be used as guidelines for designing or making an application for fund to a program. Discusses services, delivery method funds, expenses and program audit. Appendix contains:

Student Profile Sheets
Supplemental Services Flow Chart
Request for Supplemental Services Funds

AUTHOR: Colorado State Board for Community Colleges Occupational Education
DATE: 1980
PAGES: 12
SOURCE: State Board for Community Colleges and Occupational Education, Denver, CO

ITEM NO: 07093-PER DATE ENTERED: 1-31-84

PATRICK D. KEATING
VOCATIONAL COORDINATOR ROP/C

Specialist provides technical assistance to teachers in the area of general curriculum development and proper student placement in working with handicapped, disadvantaged, limited English proficient and migrant students through specialized assessment processes. The program is in a small agricultural city.

The resource person is skilled in developing and implementing a district plan for vocational education for disadvantaged/handicapped students; administration--program assessment and improvement, competency-based curriculum design, timelines; instruction--student identification, assessment and placement; IEP development; financial--grant writing; personnel--goal and objective setting with mainstreaming; federal and state regulations and community liaison.

AVAILABLE SERVICES:	Consultations, seminars, lectures, telephone advisement, on-site visitation, and workshops on developing a vocational plan or assessment program.
COST:	Funds are available for facilitator services through VERS California Institute on Human Services, Sonoma State University, (707) 664-2416.
AGENCY:	Mission Trails ROP/C, Salinas Union High School District, 867 East Laurel Drive, Salinas, CA 93905

Telephone: (408) 422-9678

ITEM NO: 00169 DATE ENTERED: 10-7-80

LET'S WORK TOGETHER: INTERVENTION STRATEGIES FOR LEARNERS WITH SPECIAL NEEDS

Identifies basic strategies that help teachers, counselors and administrators to meet the common needs of all students and the unique needs of "special" students. Elaborates on the five universal needs of students: basic physical needs, psychological needs, basic education skills, basic survival skills, and career development needs. For special students these common needs become difficult because of physical, psychological, educational, and economic barriers.

Focuses on the following "special" needs students: American Indians, Bilinguals, Inmates of Correctional Institutions, Minority Groups, Gifted and Talented, Handicapped, and Migrants.

RELATED INFORMATION: Part of Series "It Isn't Easy Being Special;" #00168, #00170, #00171, #00177, #00178.

AUTHOR: National Center for Research in Vocational Education
DATE: 1979
PAGES: 35
SOURCE: National Center for Research in Vocational Education
Ohio State University, Columbus, OH

ITEM NO: 07084-PER DATE ENTERED: 1-25-84

ERMA L. MORGAN
TEACHER/CHAIRPERSON

Specialist provides technical assistance to teachers in the area of Home Economics Education for handicapped, disadvantaged, and limited English proficient students in suburban areas. Skilled in program assessment and improvement, timeline development for objectives, student identification, assessment, placement; teaching strategies and techniques, IEP development; yearly budget development and monitoring, location of funding sources, goal and objective setting with program staff, job descriptions, in-service training.

AVAILABLE SERVICES: Consultation, seminars, on-site visitation.
COST: Funds are available for facilitator services through VERS California Institute on Human Services, Sonoma State University, (707) 664-2416.
AGENCY: Inglewood Unified School District
Inglewood High School
231 South Grevillea Avenue
Inglewood, CA 90301
Telephone: (213) 419-2605

ITEM NO: 07087-PER DATE ENTERED: 1-25-84

BARBARA NEMKO
DIRECTOR, VOCATIONAL EDUCATION HEALTH MULTI-PROJECTS
ASSISTANT RESEARCH PSYCHOLOGIST

Specialist provides technical assistance for teachers of disadvantaged, limited English proficient and migrant students in the area of Vocational Education. Vocational Education Health Multi-Projects focuses on disadvantaged and LEP students, identifies language skills needed for health careers and develops curricula in the area. Skilled in in-service, individualized education, interpreting federal and state regulations, identifying resources for assessment, placement and instruction of disadvantaged students. Other skills include: administration (program assessment and improvement, timeline development, report writing); instruction (student identification, teaching strategies); finance (yearly budget development and monitoring, location of funding sources); personnel (goal and objective setting, job descriptions); liaison with community agencies; and job market analysis.

AVAILABLE SERVICES: Consultation, technical assistance, on-site visitation, seminars, telephone advisement, lectures.

COST: Funds are available for facilitator services through VERS, California Institute on Human Services, Sonoma State University, (707) 664-2416.

AGENCY: University of Applied Behavioral Sciences
AOB4 Davis, CA 95616
Telephone: (916) 752-7039 or 752-0770

RELATED INFORMATION: Also developed a Resource Guide and Health Safety LAPS for teachers of disadvantaged students, available through VOICE.

ITEM NO: 04818 DATE ENTERED: 8-24-81

ORIENTATION: SPECIAL NEEDS

Manual designed for use in teaching general employability skills to disadvantaged and handicapped learners. Includes a variety of learning activities requiring minimal reading skills. Begins with basic competencies and builds toward those competencies needed for employment. Includes the following concepts: self-awareness, social responsibility, resource management, independent living, career awareness, job hunting, and work habits.

AUTHOR: Home Economics Instructional Materials Center,
Texas Tech University
DATE: 1981
PAGES: 211
SOURCE: Texas Tech University, Lubbock, Texas

ITEM NO: 03163 DATE ENTERED: 2-16-82

PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS: A TEACHER EDUCATION RESOURCE GUIDE

Resource guide for vocational and special education teachers committed to improving vocational programming for special needs students. Includes guidelines and strategies for coordination of special needs teacher education; examples of university-based personnel preparation programs; and a federal assistance guide.

AUTHOR: Len Albright and others
DATE: 1977
PAGES: 201
SOURCE: Bureau of Educational Research, University of Illinois, Urbana-Champaign, IL

ITEM NO: 00177 DATE ENTERED: 10-7-80

RESOURCES: MATERIALS FOR SPECIAL NEEDS LEARNERS

Compilation of current publications through 1979 on the special needs of certain populations. Bibliography is organized into the following groups: American Indians, Asian Americans, Bilinguals, Blacks, the Disadvantaged, Exceptional Children, Gifted and Talented, Handicapped, Hispanics, the Incarcerated, Migrants, and Older Americans.

AN INTRODUCTION TO THE CONSUMER'S SOCIETY

Consumer Education

A Consumer Education Instruction Manual
With Resources For Teaching
Limited-English Speaking Students

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USE OF THE TEACHING UNITS

This manual includes eighteen units which have been developed with the help of a survey of 198 students in Santa Clara County: C.E.T. (Center for Employment Training), Y.W.C.A., ESL classes at San Jose City College and Fremont Adult Education, and employees at the Office of the County Executive.

VOICE (Vocational and Occupational Information Center for Educators) located in Sacramento, California, was searched to determine available educational materials in Consumer Education. An annotated bibliography of available materials, as well as an Educational Material Request Form, is included at the end of this manual. Topics for the survey were selected from VOICE, student interest as determined by the Consumer Homemaking outreach program at San Jose City College, and a survey of California community college home economics instructors.

Each teaching unit includes: Learning Objectives, Suggested Content, In-Class Activities, Self-Study and Evaluation suggestions, and Resources. The Resources section lists materials in written and video availability, and cross-references to VOICE and VESL (Vocational English as a Second Language), a bibliography developed by Gustavo Valadez at Evergreen Valley College (San Jose Community College District). The VESL Bibliography includes materials for ESL students. The length of each unit can vary from one to three hours of classroom instruction, depending upon in-class activities and depth of presentation. It is assumed that individual instructors will adapt these materials to meet the needs of their student groups.

San Jose City College offers three variable-unit courses in Consumer Education: F.C.S. 130 - Special Topics in Parent-Child Relationships, F.C.S. 131 - Special Topics in Nutrition, and F.C.S. 132 - Special Topics in Consumer Problems. These courses are offered for 1/2 to 3 units (8 hours of class instruction for 1/2 unit; 48 for 3 units) and can be tailored to meet specific needs of groups of special students both on campus and in the community. These classes have been taught since 1974 at C.E.T., San Jose Job Corps, Pathway Society, Department of Social Services (foster parents and food stamps recipients), and at Y.W.C.A. They have been very well-received by all of these groups because of their flexibility for presenting specific topics. Many of the materials and suggestions in this manual have been field-tested in the San Jose City College Consumer Homemaking program.

CONSUMER EDUCATION SURVEY TALLY

Total Surveyed: 198	
C.E.T.	46
Y.W.C.A.	61
ESL (SJCC)	29
ESL (Fremont Adult Education)	47
Office of County Executive	15

	Very Helpful	Helpful	Not Helpful
1. Consumer Aid: Where to go for help	106	72	20
2. Legal Assistance & using Small Claims Court	107	70	21
3. Advertising: Reading & listening to find the truth	73	93	32
4. Housing: Finding something to fit your budget & needs	103	70	15
5. Banking: Checking & savings plans	50	75	26
6. Transportation (ESL-Fremont)	30	13	4
7. Money Management & Budgeting: Making decisions about $ financial security	96	83	19
8. Getting & Using Credit (How to get credit for the first time & how not to use too much credit.)	96	66	26
9. Renter's rights & responsibilities	96	82	20
10. How to buy used cars & car repairs	78	89	31
11. How to buy clothes	54	86	57
12. Door-to-door sales & buying by mail	52	79	67
13. Reading labels & warranties: what you can expect from the product-maker	75	83	40

		Very Helpful	Helpful	Not Helpful
14.	Your need for insurance: auto, life, health, renters	106	72	20
15.	Buying appliances for your home	65	90	43
16.	Contracts: Read before your write	94	84	20
17.	Decorating & buying furniture	44	90	64
18.	Finding a Job: Writing resumes & interviewing	112	63	23
19.	Income Taxes: Preparing the 1040	86	85	27
20.	Saving energy to save $	100	79	19
21.	Home cleaning & cleaning products	60	89	39
22.	Spending for recreation/ fun	59	87	52
23.	Home & product safety	68	97	33
24.	Health: medical, dental physical fitness	124	66	8

TOPIC: ADVERTISING AND DOOR-TO-DOOR SALES

Learning Objectives: The student will:

1. Recognize deceptive ads by identifying false and misleading claims.
2. Know the consumer's legal right in door-to-door sales transactions.

Outline of Suggested Content:

1. Films such as "Foot in the Door," "The Buy Line," "There is a Law Against It," and "This is Fraud" (Bureau of Homemaking Education, California State Department of Education; see VOICE Bibliography) can be used to introduce these topics and to create student interest.
2. Briefly explain different types of advertising, using pictoral examples.
   a. Literal truth - This is the same as an informative ad. The ad makes a claim supported by statistics.
   b. True impression - This ad may be true, but the impression is false or misleading. For example, testimonials give the impression that dramatic results such as with weight loss are possible in a short period of time. The diet or method being advertised may work, but in a much longer period of time. The F.T.C. (Federal Trade Commission) has also ruled that if a person endorses the product, they must actually use the product.
   c. Comparative ad - Compares features with competitive brands.
   d. Discernible exaggeration - A claim is made that is so far from the literal truth that the consumer is unlikely to be deceived. Puffery provides no constructive information about the product; it only tries to persuade you to buy by making exaggerated claims. (For example, Noxzema has an ad which says: "Introducing the greatest thing to come out of a pump since water. Noxzema Skin Cream.")
   e. False impression - Contains material that gives a false impression. There is a fine line between a misleading ad and a deceptive one. Deceptive ads are illegal; misleading ones are not. The Federal Trade Commission monitors advertising. (For example, Formula-12 has an ad that says: "Doctor Discovers The Cellulite Dissolver." There is a picture of a very slender woman in bikini underwear, with no cellulite. Anyone as slender and as young as she is wouldn't have cellulite.)
3. Deceptive ads are the result of a conscious attempt to deceive/mislead the consumer.
4. Intent is the key issue and must be proved to determine whether the ad is deceptive or misleading.
5. Briefly describe consumer rights for door-to-door sales and precautions for the buyer to take:
   a. Ask for the seller's business license.

b. For sales $25 and over, there is a three-business-day cancellation period. The consumer must notify the seller in writing.
c. The three-day cancellation protection only applies to sales contracted at the buyer's residence.
d. Written cancellations should be sent "return receipt requested" so the consumer will have proof of delivery. Always keep a copy of the notice of cancellation.
e. If the consumer is not sure of the seller or the product, ask the seller to come back later. Then call the Better Business Bureau to see if there have been complaints.
f. High pressure from the salesperson or unwillingness to come back are warning signs.

In-Class Activities:

1. With limited-English speaking students, words and pictures used in the ads can help build vocabulary.
2. Give students samples of ads (misleading and truthful). Working in pairs or small groups, have them sort these two types into two piles. Discuss their choices, identifying the different types of deceptive ads.
3. Role-play a door-to-door sales transaction. Have one or two students participate with the instructor the first time, then critique with those students observing the sale. (This activity can be helpful to encourage limited English-speaking students to express themselves verbally.)

Self-Study:

1. Have students collect ads from newspapers and magazines and label each one according to type.
2. Ask students to write a short description of their experience with door-to-door salespersons. (With intermediate level English students, this exercise will help develop their written language skills.)

Evaluation:

1. Give a word association quiz for identifying the different types of ads. List the words and have students select the correct ones to identify ads.
2. True-false and multiple choice questions can be used to test for comprehension of door-to-door sales.
3. For limited-English speaking students, a vocabulary test, using the words for ads and door-to-door sales laws helps build vocabulary, as well as testing for comprehension.

Resources:

Brochures (available through the U.S. Postal Inspection Service, Washington, DC 20260-2100):

Misleading Advertisements (A Guide for Publishers) Publication 257/July 1982; contains excellent examples of ads, sales pitches and evaluations of the ads.

Fraud and the Business Community; Publication 251/January 1980.

VOICE Bibliography:

Advertising
Advertising and Consumer Motivations
Be Ad Wise
The Buy Line
Consumer Education (items 02431 and 07587)
Consumer Education in Practice
Consumer Information
The Contemporary Consumer Series Filmstrips
The Expert Consumer: A Complete Handbook
Factors Affecting Buymanship
Foot-In-The-Door
The Law as a Tool: Consumer Protection
Looking Ahead
There is a Law Against It
This is Fraud

TOPIC: AUTOMOBILE RESPONSIBILITIES

Learning Objectives: The student will:

1. Examine consumer rights and responsibilities regarding automobile repair.
2. Know how to comply with state law concerning proof of financial responsibility for protection in auto accidents.
3. Know how to transfer ownership when buying or selling a car, truck, or motorcycle.

Suggested Content:

1. Repair
    a. The Automotive Repair Act of 1972 established the Bureau of Automotive Repair and requires that all auto repair shops register with the state.
    b. Auto repair shops must provide the consumer with written estimates before beginning repairs or call the consumer before starting repairs if a written estimate is not given.
        1. Service, labor, and parts must be listed separately on the invoice.
        2. All parts listed on the invoice are assumed to be new unless otherwise described.
        3. Shops are required to return parts if the consumer makes the request before or while the order is being taken.
        4. Any time work is sublet, the consumer is to be notified and must give authorization.
2. The Bureau of Automotive Repair Can Act on the Behalf of the Consumer in These Ways:
    a. It requires every repair shop dealer to register.
    b. It helps consumers settle a dispute with a repair facility.
    c. In response to a complaint, it gathers evidence of violations of regulations.
    d. It can demand that a repair dealer make a refund for any unauthorized repairs or for any amount paid in excess of the amount written on the original estimate, unless the consumer approved the excess before the work was done.
    e. It can take disciplinary action against a dealer who has violated provisions of the Automotive Repair Act by acts or omissions such as failing to give a written estimate, failing to itemize parts and labor on an invoice, or failing to return replaced parts.
    f. It can refer a case to local authorities for criminal action, if necessary.
3. What the Bureau Cannot Do:
    a. It cannot require a new or used car dealer or manufacturer to honor a warranty.
    b. It cannot require a repair facility to do a job to the customer's satisfaction.
    c. It cannot require a price charge that the customer thinks is fair.
    d. It cannot collect money or levy fines.

e. It cannot recommend products or repair facilities.
f. It cannot give legal advice.

4. Financial Liability
   a. Lawsuits: If you cause an accident, you could be sued by the other driver(s) for damages. If the other driver wins the suit and you don't have insurance or expenses, the other party can legally collect the money during the next ten years, or longer (if they get an extension from the court.)
      1. If you do not have the money to pay for all the expenses at once, you may be able to pay in monthly payments.
      2. If you refuse to pay and have money in the bank or other personal property, the other party may get a court order to get the money from your account or from the sale of your property.
      3. If you have a job, the other party could get a court order requiring your employer to give part of your earnings to the other party until all the damages are paid.
      4. Even if you do not have a job now, the other party can try to get their money at any time in the next ten years or longer.
   b. Insurance: You are required to carry proof of insurance or other financial responsibility with you in your car at all times. There are two types of auto insurance:
      1. Liability - will pay the other driver if you are to blame. It pays the person's property damage and personal injury up to the policy limit.
      2. Collision - covers damage to your car only. This type usually has a $50 - $200 deductible.
5. What To Do When Involved In An Accident:
   a. Stop. If someone is hurt, call an ambulance or the Highway Patrol. If you do not stop, you are guilty of "hit and run" and can go to jail for as long as one year, be fined up to $10,000, or both, and your license can be taken away.
   b. Leave information. If you hit a parked vehicle or damage other property, try to find the owner and identify yourself, or leave a note with your name, address, phone number, and an explanation of the accident.
   c. Exchange information. Do not admit fault. Talk to your insurance agent or a lawyer first. You should:
      1. Give your name, address, telephone number, driver's license number and car license number to the other driver. Get the same information from the other driver.
      2. If the person does not cooperate, get the license number of the vehicle.
      3. Also give each other the year and make of each vehicle as well as the name and address of your insurance companies.
   d. Reporting the accident:
      1. If the accident caused death or injury, or if damage to either car is more than $500, you must report the accident to the DMV.

    2. If the accident caused only property damage, you must make the report "without unnecessary delay."
    3. Reporting the accident to the DMV:
        a. Complete an SR-1 (Financial Responsibility Accident Form) within 60 days. If you do not, your license will be suspended until you do.
        b. A written accident report must be completed within ten days if the damage for either car is $500 or if anyone is killed or injured in the accident. If you do not, the DMV will suspend your license until you do.
    4. Report the accident to your insurance company during the next business day following the accident.

6. Child Safety Seat and Adult Safety Belts
    a. The law says that you must carry your child in a special child passenger seat restraint system if they are less than four years old or weigh less than 40 pounds. If you don't, you may be fined $50 or more.
    b. The law says that passengers riding in front seats of vehicles must wear a seat belt while the car is in motion. If you don't, you may be fined $20 for the first offense. (However, an officer may not stop you for that offense alone. You must be in violation of some other traffic law first.)

7. Buying a Car
    a. Shop around.
    b. There are five situations where you may be able to get your money back if not satisfied:
        1. The Lemon Law - applies only to new vehicles within one year of sale or before 12,000 miles if the same problem was fixed four or more times and/or you have not been able to use the car for more than 30 days because of repairs. Then the seller must fix the car, give you another one, or give your money back, minus the amount equal to the use of your car.
        2. When there is no contract. Get a receipt when you pay any money and do not sign the receipt if it looks like a contract.
        3. When you cannot get financing if all of the following occur:
            1. The seller knows you need a loan to buy the car.
            2. The seller does not help you get the loan.
            3. When you cannot get the loan.
        4. Misrepresentation. If both of the following occur: (difficult to prove)
            1. The seller made promises about the car.
            2. The promises are not true.
        5. When there are important facts missing from the contract. If the seller intentionally does not write important facts into the contract such as:
            1. the price of the car.
            2. the amount of money you paid.
            3. the amount of money owing.
            4. the finance charge.

8. How to Transfer Your Vehicle (Buying a Car)
    a. Obtain a Bill of Sale slip from the seller or DMV. The seller must fill out the Bill of Sale and list the cost of sale. The seller and "lienholder" (person or company who has claim to the vehicle until a loan is paid) must sign the slip.
    b. Get the Ownership Certificate ("pink slip") from the previous owner. All people whose names appear on the owner space must sign on the line marked "1" unless their names are joined by "or" (then only one signature is needed.) Include the date it is signed. A company name (under Lienholder section, line 2) should include an authorized counter-signature.
    c. Get the registration card which is usually kept in the vehicle. Check to see if the car's registration is current, or you may have to pay an unexpected late fee when you register the car at DMV.
    d. To register the vehicle in your name:
        1. Complete the back side of the Ownership Certificate and take this together with other papers to the DMV.
        2. You can expect to pay a 6% to 7% small transfer fee and use tax, depending upon the county in which you live.
        3. If the vehicle you purchased is an American model 1955 or newer, or a foreign model 1965 or newer, you will need a smog certificate to register the car. These certificates are issued by licensed smog control stations. (Many service stations and garages are licensed.)
9. When Selling a Car:
    a. To protect yourself from possible liability from use of the vehicle by the purchaser, send a "Notice of Sale or Transfer of Vehicle or Vessel" to the DMV. You can obtain this from from the DMV and send the notice to:

        Department of Motor Vehicles
        P.O. Box 11111
        Sacramento, California 95813

    b. If you do not make this transfer, you might be charged with traffic violations received by the new owner.
    c. Get the buyer's name and address and the odometer reading at the time of transfer.

In-Class Activities:

1. Role-play an auto accident situation where the two drivers are exchanging required information.
2. Role-play both new and used car transactions, making sure that students include steps given in the class discussion.

Self-Study:

1. Have students fill out the Personal Cost of Owning and Operating an Automobile form at the end of this unit.

2. Have students contact three insurance companies to obtain information for the Comparing Insurance Costs form at the end of this unit.
3. Have students test drive (if licensed) several new cars and obtain an itemized quote on the car and options, filling out the Price Comparison Chart at the end of this unit.

Evaluation:

1. Role-playing of auto accident situations, transfer of vehicle ownership, and purchase of new and used cars can be used to evaluate limited-English speaking students' comprehension of the material.
2. Objective and situational short answer questions will assess comprehension by students with more advanced English skills.

Resources:

Slide Show: "Auto Repair From the Driver's Seat," a 13-minute presentation accompanied by a bureau speaker. Write to: Education Coordinator, Bureau of Automotive Repair, 3116 Bradshaw Road, Sacramento, CA 95827.

Pamphlets: Write to: Bureau of Automotive Repair
3116 Bradshaw Road
Sacramento, CA 95827

A Guide For the Used Car Buyer--Smog Equipment Requirement
Auto Repair From the Driver's Seat
Gearing Up For Automatic Transmission Repair
Lemon-Aid For New Car Buyers
Your Car's Ball Joints
Your Guide To Auto Repair
Your Vehicle Failed The Smog Check--Now What?

Comprando Un Carro (Buying A Car)
Comprando Un Carro
P.O. Box 310
Sacramento, CA 95802

Auto Responsibilities: Driving, Buying & Selling Your Car
Asian Law Alliance
184 E. Jackson Street
San Jose, CA 95112-5153
(408) 287-9710

VOICE Bibliography:

Consumer Education Series
Exploring the Marketplace--Your First Car: Buying It and Keeping It Running
Financing and Insuring a Car
Guide to Consumer Services
Money Management Library

The New Consumer Survival Kit
Skills for Consumer Success
So You Want Wheels
There Is A Law Against It
What Every Woman Should Know About Her Car
A Youthlaw Catalog

Disadvantaged/Limited-English Proficient:
A Guide to Independent Living
Vocational Curriculum Resources for Disadvantaged Students

VESL Bibliography:

Clews, vince and Tana Reiff, That's Life.
Fletcher, William and Patrick Kelley, Finding a Good Used Car.
Follett Basic Skills, "Follett Coping Skills Series."
Grebel, Rosemary and Phyllis Pogrund, Becoming A Driver.
Ryberg, Hilda K. and Phillip E. Powell, "You and Consumer Education Series." (Vietnamese; bilingual)
State University of New York, "English For Living" modules.

PERSONAL COST OF OWNING AND OPERATING AN AUTOMOBILE

This chart will help you estimate the expenses you can expect to incur when owning an automobile. If you already own a car, previous records should show where the auto dollars are going. If you are not presently a car owner, ask someone who drives the type of car you're considering to give you an estimate of expenses. The yearly costs divided by 12 will be your average monthly expense. To figure the cost per mile, divide the cost per year by the annual mileage driven.

* * *

Do your estimated total monthly car expenses exceed the amount you have to spend? If so, there are several alternatives you might consider.

- o Choose a less costly automobile.
- o Pay cash to eliminate interest charges.
- o Make a larger down payment to lower installment payments.
- o Extend installments over a longer period of time to reduce monthly payments.
- o Reduce other living expenses where possible.
- o Reconsider other transportation alternatives.

Annual Mileage______

	Cost per month	Cost per year	Cost per mile
Depreciation			
Fixed Expenses Installment payment			
Insurance			
License fees			
Garage rent or parking fees			
Other:			
Total Fixed Expenses			
Flexible Expenses Gasoline			
Oil			
Tires			
Maintenance (parts, repair, etc.)			
Miscellaneous			
Total Flexible Expenses			
Total Fixed and Flexible Expenses			

Once you have test-driven several cars, it is time to take a serious look at the prices of those you prefer. While the maximum suggested retail price of the car and its options will appear on a window sticker, it usually sells for less. Ask each salesperson for an itemized quote on the car and desired options. When you are convinced that the quote is the lowest possible, enter the figures on the chart and total.

PRICE COMPARISON CHART

	Car 1	Car 2	Car 3	Car 4
List Price				
Options				
Non-standard engine				
Automatic transmission				
Power steering				
Power brakes				
Tires: Radial				
Oversized				
Snow				
Air conditioning				
Rear-window defogger				
Radio: AM				
AM/FM				
Limited-slip differential				
Custom interior				
Exterior trim strips				
Tinted glass				
Vinyl roof				
Speed control				
Fuel economy indicator				
Other:				
Freight Charges				
Federal or Provincial Excise Tax				
Predelivery Service Fee				
Sales Tax				
Registration and Licensing Fees				
Other:				
Total Cost				
Subtract Trade-in or Down Payment				
Total Amount You Pay				

Automobile insurance is a major cost of car ownership. It can be purchased from a variety of sources-company agents, independent agents, brokers and some auto clubs, for example. After deciding on the amount and kind of insurance coverage needed, call three companies and enter their premium estimates on the chart.

* * *

Which company will you choose? Is the least expensive rate always the best buy? Remember: You want to choose the company that will give you the coverage you want, has a reputation for fair and prompt claim service, and will protect you from financial loss.

COMPARING INSURANCE COSTS

KIND OF COVERAGE	LIMITS DESIRED	COMPANY#1	COMPANY#2	COMPANY#3
Liability: Bodily Injury	$______per person			
	$______per accident			
Property Damage	$______per accident			
Physical Damage: Comprehensive	(Actual Cash Value)			
Collision	$______deductible			
Medical Payments:	$______per person			
Uninsured Motorist:	$______per person			
	$______per accident			
Other:	YES/NO			
Accidental Death Benefits				
Towing				
	ANNUAL TOTAL:			
	INSTALLMENT PAYMENTS:			

TOPIC: CONTRACTS

Learning Objectives: The student will:

1. Know his/her legal responsibilities when signing a contract.
2. Know what to check before signing a contract.
3. Know the different types of consumer contracts.
4. Know what arbitration is and how to get it.
5. Know the mail order rule and legal rights pertaining to unordered merchandize.

Suggested Content:

1. A contract is a promise between two parties:
    a. to pay the amount of money the contract says is owed and to do what you say you will do.
    b. not to sell the property until you finish paying for it, or to use the sale money to pay off the balance.
    c. to agree that the contract-holder may take back the property if you fail to do what you've agreed.
    d. to agree to pay for any damage caused to the property if the owner has to repossess it.
2. A contract is a legal document (unless it is for an illegal purpose.) In order for a contract to be legal, there must be written rules that are law.
    a. The seller can charge you extra interest or a late charge if you are late with payments.
    b. The seller can have a collection agency try to make you pay.
    c. He can take you to court to get a judgement to attach part of your wages for payment. (Usually 10 to 25% of your total pay.)
    d. He can sue you for fraud if you didn't tell the truth on the document.
3. Some things to check before signing:
    a. What does the contract say about your rights? The seller's rights?
    b. Don't accept spoken promises. A verbal agreement is very hard to prove. Get everything in writing. If verbal promises have been made, insist they be included; handwriting is okay for additions.
    c. Be sure all blank spaces are filled in before you sign the contract.
    d. Be sure all the copies of the contract are the same and that you have one copy to take with you.
    e. Understand the contract--all of it. If you don't, get help from someone you trust.
    f. If the contract contains what you feel is unfair provisions, ask that they be changed. If the seller will not change it, look around for another opportunity.
4. Types of Contracts
    a. Credit
    b. Real Estate

    c. Employment (in certain situations) These will be discussed in more detail in other units: Credit, Real Estate (Renter's Rights and Responsibilities), and Employment (Finding a Job).

5. Cancelling a Contract:
    a. Any time you sign a contract, you should assume it is binding.
    b. In certain cases, the contract can be cancelled:
        1. If signed by persons unable to understand the contract, such as minors (unless they are not living with a parent or guardian and the contract involves a necessity such as food, or clothing and shelter).
        2. If signers were affected by insanity, intoxication, sickness, or senility. (This is sometimes hard to prove.)
        3. In home sales, three business days are allowed to cancel for sales over $25.
        4. In cases of fraud or misrepresentation. Fraud is an intentionally false statement; misrepresentation is a misstatement made innocently. Fraud allows you to sue for punitive damages.
        5. If there is a mutual mistake; for example, if you agree to sell something and it is no longer available, the contract is not binding.
        6. If there is undue influence. For example, doctor and patient, employer and employee are relationships where one party can take unfair advantage of each other.
        7. If there is duress or menace. Imprisonment, threats, or injury, when used to create a contract, allow you to cancel.

6. Contract Terms:
    a. acceleration clause - balance of money is due immediately if the buyer is late or misses a payment.
    b. advance - prepayment of the money.
    c. agency - when one person acts on behalf of another.
    d. amortization - paying in installments.
    e. assignment - transferring a contract to another party.
    f. assumption - taking another person's contract as your own.
    g. balloon payment - the last payment is larger than the other installments.
    h. collateral - additional security (or property) given for a loan. For example, using a savings account or car to insure the loan.
    i. conditional sales contract - promise to make payments until the balance is paid off; the seller owns the property until you've made the last payment. Beware. You could pay several years for something and still lose everything you've paid with repossession.
    j. down payment - deposit or partial payment. Usually not refundable, unless you're purchasing a car or house and you are unable to get financing.
    k. layaways - making payments to a merchant until the goods are paid for. As of January 1976, the seller must put in writing:
        1. the amount of deposit received.

        2. the length of time the goods will be held.
        3. a listing of interest or handling charges.
        4. a description of the goods.
        5. any other items or layaway conditions.
    l. mechanic's lien - when a contractor does work on a house, he has a lien against the house until paid. If he isn't paid, the property may be sold under a judicial sale to pay the lien.
    m. promissory note - a written promise to pay money at a definite time.
    n. purchase order - a written document used as an agreement between two parties, until the sales contract is signed.

7. Arbitration
    a. Arbitration can be done with any type of consumer problem.
    b. Many companies have a legally binding arbitration program. If they don't, contact the Better Business Bureau; they have an arbitration program.
    c. Arbitration is an economical way for two parties in dispute to resolve problems.
    d. When you write a complaint letter to the seller/company, specify that you want arbitration if not resolved.
8. Mail Order Merchandise
    a. You must receive the merchandise within 30 days or you:
        1. may cancel the order and get a refund.
        2. can agree to a new shipping date.
    b. If you decide to cancel, the seller has 7 business days to send you a refund. If you paid by credit, the account should be adjusted in the next billing cycle.
    c. This law does not apply to mail order photos, magazines, books and tape recorders, C.O.D. orders, or orders where your account is not charged until after receipt of the goods.
9. Unordered Merchandise
    a. Any unordered merchandise can be kept as a gift; however, make sure that no family member ordered it.
    b. You need to protect your credit rating. Either:
        1. Write on the bill or attach a note stating that you've never ordered it and that you'll send it back C.O.D. or
        2. Ask them to show proof of a contract with your signature.

In-Class Activities:

1. Have students read the portions of sample contracts at the end of this unit and answer questions under each one. Go over the samples in class.
2. Have students role-play a contract transaction. Ask questions to make sure they understand all the information on a sample contract. (Either bring sample contracts to class, or have students bring them.)
3. Review contract terms. With limited-English speaking students, flash cards can help them learn to associate the terms with their meanings.

4. Have students complete the word "clozure" exercise at the end of this unit. Contract terms are listed at the bottom of the page. The student is to insert the proper term in the appropriate blank in the sentences.

Self-Study:

1. Have students with more advanced English proficiency rewrite the contract excerpts at the end of this unit, using common terms.
2. Have student bring samples of contracts they've signed or ones they're thinking about signing. They can also share experiences with making contracts, as well as what they've done when they haven't been able to keep a contract.

Evaluation:

1. Give vocabulary/contract term test or clozure exercise to determine comprehension.
2. Grade contract excerpt rewrites.
3. For more advanced students, multiple choice and short answer test questions can be used.

Resources:

Pamphlet: Managing Your Money: Consumer Contracts
Leaflet 21204 (March 1981)
Division of Agricultural Sciences
University of California
Cooperative Extension
Berkeley, California 94720

Films: Read Before You Write (See VOICE Bibliography)
Your Right To A Hearing

VOICE Bibliography:

Compleat California Consumer Catalogue
Consumer Contracts
Consumer Information
Consumer Power: Classroom Strategies For Consumer Education
The Law As A Tool: Consumer Protection
Read Before You Write
Your Right To A Hearing

VESL Bibliography:

Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series." (Vietnamese; bilingual)

Making Contracts

Using the terms listed at the end, put the correct words in the blanks.

Signing a contract can be confusing. Sometimes we start with a (______________) until the sales contract is signed. If what you are buying is expensive, you may be asked to make a (______________) or list some property as (_______________). If you don't have the money to buy the item, sometimes we can put the item on (_______________).

Before signing the contract, we should look to see if all payments are the same, or if there is a (______________) or an (______________) if the buyer is late with payments.

Paying off the contract in installments is called (______________). If you should decide to transfer the contract to someone else, this is called (______________); taking another person's contract as your own is called (______________). When one person acts on behalf of another, that person is acting as an (______________).

A (______________) is a written promise to pay at a certain time. Be careful, however, about a (______________) because you could lose everything you've paid if the item is repossessed.

If you have your house remodeled, the contractor is protected by a (______________), but many ask for a(n) (______________) before they start to work.

Terms:

acceleration clause
advance
agency
amortization
assumption
balloon payment
collateral
conditional sales contract
down payment
layaways
mechanic's lien
promissory note
purchase order

Making Contracts

Using the terms listed at the end, put the correct words in the blanks.

Signing a contract can be confusing. Sometimes we start with a (purchase order) until the sales contract is signed. If what you are buying is expensive, you may be asked to make a (down payment) or list some property as (collateral). If you don't have the money to buy the item, sometimes we can put the item on (layaway).

Before signing the contract, we should look to see if all payments are the same, or if there is a (balloon payment) or an (acceleration clause) if the buyer is late with payments.

Paying off the contract in installments is called (amortization). If you should decide to transfer the contract to someone else, this is called (assignment); taking another person's contract as your own is called (assumption). When one person acts on behalf of another, that person is acting as an (agency).

A (promissory note) is a written promise to pay at a certain time. Be careful, however, about a (conditional sales contract) because you could lose everything you've paid if the item is repossessed.

If you have your house remodeled, the contractor is protected by a (mechanic's lien), but many ask for a(n) (advance) before they start to work.

WHAT ARE YOU SIGNING?

Directions: Below are portions of a standard installment purchase contract. Read the contract excerpt, then answer the question or questions that follow.

1. In the event the Purchaser fails or neglects to comply with any of the terms and covenants or provisions of this contract, and/or to make any payment when due, and/or in the event the Purchaser becomes financially involved or insolvent, or shall be adjudicated a bankrupt, and/or in any case of any unusual or unreasonable depreciation of the value of said property, the Seller, at its option, with prior notice to the Purchaser, may elect to declare the whole purchase price immediately due and payable, or any delinquent portion thereof without prejudice to a subsequent election of this right. Upon such default, the Seller at his option, may take immediate possession of property, wherever same may be found, with previous notice, or demand for performance, and, as the owner thereof, keep said property.

Q. What can happen if you do not make all payments on time?

2. Title to each item of property purchased under this contract is and will remain with the Seller until its time balance, including services connected with the sale of that property, shall be paid in full, or, in the event suit is filed to recover the balance due under this contract, until said suit or any judgement recovered in said suit, is fully paid or satisfied.

Q. When does the item of property you have purchased become yours?

3. In the event it is necessary, in the sole opinion of the Seller, to employ an attorney, or attorneys, to enforce any of the rights or pursue any of the remedies of the Seller herein provided for, or in the event that the Seller shall institute any legal action on this contract, the Purchaser hereby agrees to pay all reasonable attorney's fees as per schedule allowed by the court. Acceptance of overdue payments will not waive any provisions of this agreement.

Q. What have you agreed to in this paragraph?

Q. Do you think it is fair?

4. It is agreed that the Purchaser will take care of the property and be responsible for any damages caused from any cause whatsoever, and agrees not to remove, sell or encumber his interest or the Seller's interest, without the permission of the Seller. Loss, damage or theft of any of the said goods, from any cause, whether resulting from Purchaser's negligence or not, shall not relieve Purchaser from any obligation to purchase and pay for same according to the terms of this contract.

I will pay the actual and reasonable costs of collection if (a) I remove the goods from this state without the written permission of the Seller or the holder of this contract; (b) if I fail to notify Seller or the holder of this contract of any change of residence; or (c) if I fail to communicate with Seller or the holder of this contract for a period of 45 days after any default in making payments.

Q. Can you stop making payments if the item is lost, damaged, or fails to work?

Q. Under what circumstances will you be held liable for collection fees?

5. I will pay delinquency charges on each installment in default for a period of not less than 10 days in an amount not in excess of 5 percent of the installment or $5, whichever is less, with a minimum delinquency charge of $1. Buyer may pay balance in full at any time prior to maturity and receive a refund on the Finance Charge computed by the application of the Rule of the 78's, except that a minimum finance charge of $10 may be retained on contracts which run over 8 months. If the rebate is less than $1, no rebate will be made.

Q. What have you agreed to do if you do not make a payment on time?

Q. Are you allowed to make full payment before the contract due date?

Q. Will any of the finance charge be refunded if the debt is paid prior to maturity date?

Q. Why do you think a rebate of less than $1 will not be made?

# # #

TOPIC: CONSUMER AID AND SMALL CLAIMS COURT

Learning Objectives: The student will:

1. Know how to get help or information about various consumer problems from consumer and community agencies.
2. Know the procedures for filing a claim and representing oneself in Small Claims Court.

Suggested Content:

1. The Consumer Bill of Rights (President Kennedy 1963) granted four consumer rights:
    a. Right to be heard.
    b. Right to safety.
    c. Right to choose.
    d. Right to be informed.
2. The Functions of the Department of Consumer Affairs, which was established because of the Consumer Bill of Rights, are:
    a. To license occupations, businesses, and professions; to protect the consumer by licensing only persons and companies of demonstrated knowledge and abilities.
    b. To investigate doctors, dentists, and pharmacists by examining records in response to complaints about the misuse of drugs.
    c. To receive complaints of unfair business practices and dealings against the consumer.
    d. To report violations of the law to the proper government agency.
    e. To encourage local business and industry to maintain high standards of honesty, fair business practices, and public responsibility in product promotion and sale of consumer goods and services.
    f. To offer consumer education to interested persons and organizations.
    g. To protect the consumer by inspecting scales at the counters and checkstands and receiving scales at the super and small markets. Other functions of this Department of Weights and Measures are:
        1. To inspect meat scales and package labeling and quantity for meat markets.
        2. To inspect gas pumps, meters, and measures for grease and oil.
        3. To test for quality of gasoline, oil, and brake fluid in service stations.
        4. To check measuregraphs and yardsticks in yardage stores.
        5. To check pharmacy scales and packaged items in drugstores.

        h. Weights and Measures makes regular test purchases and under cover buys, checks advertising for truthfulness, and checks feed stores, packing plants, refineries, manufacturing plants, supply houses, wholesale distributors for proper weight reporting.

3. How to Get Help from the Department of Consumer Affairs:
    a. First, try to settle the problem yourself.
        1. Complain first to the company.
        2. If the complaint is not resolved, contact the Department.
    b. Call or go into your local office for a complaint form.
        1. You must complete and sign the form before action will be taken.
        2. Include sales receipts, ads, contracts, cancelled checks, and documents pertaining to the transaction.
    c. Complaints are analyzed to determine the best way to handle them.
        1. Usually, a copy of the signed complaint is sent to the business involved.
        2. The Department will attempt to see that action is taken on every complaint and will notify the consumer of results.
4. The Better Business Bureau:
    a. Is supported by businesses.
    b. Its primary function is to keep records on companies and how they do business.
    c. It has no authority to take action or regulate businesses.
    d. Its primary functions are:
        1. To provide information for consumers, such as reliability reports.
        2. It handles written consumer complaints by sending a copy to the business.
        3. Mediation is done with an unbiased third party.
        4. The decision of this mediation is legally binding.
5. Small Claims Court:
    a. It handles claims up to $1,500.
    b. If your claim is larger, you cannot divide and file several suits to obtain all of it.
    c. Anyone 18 years of age or older may file. Minors may do so through a parent or guardian.
    d. Procedures are:
        1. To obtain the form for filing suit either by mail or directly from the court clerk of the municipal or justice court in the district where you are filing.
        2. You will need the name and address of each person you are suing. You may sue more than one if you don't know who is responsible.
        3. Return the form with the filing fee.
        4. If the claim is over a personal injury, you must file within one year.
        5. The clerk will prepare an order to be "served on" the person(s) you are suing.

    a. The order may be sent by certified mail to verify the person was served. (The cost for this is $3.)
    b. A marshall, sheriff, or constable may serve it. (Cost $14.)
    c. Any person over 18 who is not involved in the case may serve it.
    d. The form completed by the server should be given to the court clerk no later than 48 hours before the trial.
    e. Defendents must be served at least five days before the date of the trial, if they live in the same county as the court; 15 days if they are located in another county.
  e. While waiting for trial, prepare your case:
    1. Gather important documents and plan your testimony.
    2. Contact all potential witnesses and arrange to have them come to the trial.
    3. Obtain a subpoena from the clerk for any witness who will not come voluntarily.
    4. If you need an interpreter, find out if one is available at Small Claims Court. Otherwise, bring your own.
    5. Come to the court building early and to the courtroom where your case will be heard. Check the courtroom calendar to see if your case is listed.
    6. Give your testimony, presenting only the facts. Be brief. Submit all papers and documents you think will help your case.
    7. If you win, ask the defendent courteously for the money.
    8. If you have difficulties collecting, ask the clerk to help you.
    9. You are not allowed to appeal if you lose. If you are a defendent, you may appeal.
6. Many government agencies enforce laws relating to consumer protection. You may reach the proper agency by referring to the telephone directory under the city, county, state, or federal government sections or "Consumer Complaint and Protection Coordinator."
7. Protect yourself by:
  a. Never signing anything yoy haven't read or understood.
  b. Requiring written estimates for work. Make sure your receipt lists cost of parts and labor.
  c. Asking questions about finance charges; shop and compare interest and carrying charges.
  d. Getting guarantees in writing.
  e. Keeping all receipts and important documents in a safe place.
  f. Complaining to the most important person available. A company president has much more authority than a clerk.
  g. Dealing with reliable businesses.
  h. Making sure that scales and meters start at zero.

In-Class Activities:

1. Take the class (if not too large) to a Small Claims Court session. They don't usually mind if you sit in the back and remain quiet.
2. Contact the local Department of Consumer Affairs and arrange to have a speaker come to class. Many of the representatives have interesting antecdotes to tell about current consumer complaints.
3. Have students share experiences with consumer problems as well as how they tried to resolve them. Ask other students to tell what they think is the best way to handle the situation and why.
4. With limited-English speaking students, role-playing telling "their story" in Small Claims Court can help with oral language skills.

Self-Study:

1. If taking the class to Small Claims Court is not possible, ask students to make a visit on their own. If their language skills are sufficient, have them write a brief report of their experience.
2. Have students visit a grocery store, meat market, fabric stores, and gas station and list all the different weighing and measuring devices bearing the seal of the County Weights and Measures Department.
3. Have students list at least three consumer problems they've experienced and the appropriate protection agency, using a telephone directory. This can be a good experience in the use of the phone book for limited-English speaking students, as well as many others.

Evaluation:

1. Written reports from Small Claims Court visits, telephone directory listings of consumer agencies, and observations of measuring devices in stores and gas stations can be used to evaluate comprehension.
2. Have students either write or explain orally the steps needed to sue in Small Claims Court.
3. Written tests can be used to test students with at least moderate comprehension of English.

Resources:

The following consumer publications and audio-visual are available from addresses listed with each:

Compleat California Consumer Catalog (1981 edition)
($3, tax included)

Compleat Catalog
P.O. Box 310
Sacramento, CA 95802

Consumer Affairs Newsletter (free)

Editor, Consumer Affairs Newsletter
P.O. Box 310
Sacramento, CA 95802

Got A Consumer Gripe?
($3.50, tax included)

Got A Consumer Gripe?
P.O. Box 310
Sacramento, CA 95802

Handy Sacramento Area Reference (free)
Handy San Francisco Bay Area Reference (free)
Handy Southern California Reference (free)

Sacramento, San Francisco, or
Southern Reference
P.O. Box 310
Sacramento, CA 95802

The Consumer and Small Claims Court (English & Spanish, free)

Small Claims Court
P.O. Box 310
Sacramento, CA 95802

Films:

Consumers (21 min., color) Free loan from:

Information Office
Department of Consumer Affairs
1020 N Street, Rm. 500
Sacramento, CA 95814

Buyer Beware
Your Right To A Hearing
There Is A Law Against It
This Is Fraud

See VOICE Bibliography

VOICE Bibliography:

About The Marketplace
Agencies That Protect The Consumer
Buyer Beware
The Compleat California Consumer Catalogue
Consumer Action Curriculum
Consumer Awareness: Supply, Demand, Competition and Prices
Consumer Complaint Handling in America: Final Report
Consumer and Economic Education: Recommendations for Policymakers
Consumer Education
Consumer Education Curriculum Guide
Consumer Education Package
Consumer Education In Practice
Consumer Education Series

Consumer Information
Consumer Power: Classroom Strategies For Consumer Education
Consumer's Resource Handbook
Consumer Skills
The Confident Consumer
Coping With A Cashless Society
Decisions Decisions
Directory, Federal, State, County and City Government Consumer Offices
Factors Affecting Buymanship
Factors Influencing Purchasing Power and Elements Determining Financial Security
Guide For Implementation of Consumer's Education in Rural, Suburban and Urban Settings
The History of the Consumer Movement in California
The Irresponsible Consumer
The Law As A Tool: Consumer Protection
Insights Into Consumer Issues and How To Use the Consumer Price Index
Leadership Institute: Business Resources--An Effective Aid in Teaching Consumer Education/Consumer Economics
Meet Margie
Needs and Wants
Rhode Island Consumer Education Curriculum Guide
Selected Audio-Visual Materials for Consumer Education
Skills for Consumer Success
Supplemental Material for Consumer Education
There Is A Law Against It
This Is Fraud
This Little Piggy Went To Market
Your Right To A Hearing

VESL Bibliography:

Adult Performance Level Project. "Coping in Today's Society."
Follett Basic Skills. "Follett Coping Skills Series."
Gundlach, Patricia Parrot and Keenan Colton Kelsey. Using the Phone Book.
Indochinese Cultural and Service Center. Preliminary Curriculum Guide: Survival Skills, Literacy Training Vocational Awareness.
Motta, Janice C., and Kathryn L. Riley. Impact! Adult Reading and Language Skills. Book 2.
Royce, Sherry and Christopher Ransom Miller. Community Services.

TOPIC: CREDIT

Learning Objectives: The student will:

1. Know the advantages and disadvantages of using credit.
2. Know how to obtain credit.
3. Know the different types of consumer credit and which ones to avoid.
4. Know what a credit bureau is and what kind of consumer information they have in their files.
5. Know the purpose of the Equal Credit Opportunity Act, the Fair Credit Reporting Act, the Fair Credit Billing Act, and the Truth-In-Lending Act.
6. Know where to go for help if they are too deep in debt.

Suggested Content:

1. Advantages of Credit
    - a. It is a way of obtaining things you need without waiting to save enough for the full cost--good for major purchases.
    - b. Credit allows you to use the goods and services while you are paying for them.
    - c. Credit can provide a temporary solution to financial emergencies.
    - d. Using credit can make shopping more convenient.
        - 1. You don't have to carry large amounts of cash.
        - 2. You have a record of your expenses.
        - 4. You can buy on approval, order by telephone, and return merchandise with greater ease.
2. Disadvantages of Credit
    - a. Debt ties up future income you may want or need for other things.
    - b. It's easy to overspend and buy on impulse.
    - c. Credit costs money. The cost of credit can cancel out a bargain.
    - d. You can lose what you buy if you don't make your payments on schedule.
3. Obtaining Credit
    - a. Whether a bank or store is willing to extend credit to you depends on:
        - 1. Your character - how honest and reliable you are and how responsible you've been in the past.
        - 2. You capital - your financial worth, which includes equity in a home, household goods, automobile, life insurance, and savings accounts.
        - 3. Your capacity - determined by your present and future income and your present financial obligations.
4. The Cost of Credit
    - a. You should know several important things about credit before you decide whether to charge an item or pay cash:
        - 1. Finance charge - the amount of money paid to obtain the credit.

        2. The method by which the finance charge is computed:
            a. Previous balance method - this is the most common and the least favorable to you. No payments made during the billing period are subtracted.
            b. Declining balance method - the interest charge is determined using the balance remaining after your payments are subtracted.
            c. The average daily balance - the unpaid balance is determined daily. These totals are added together and divided by the total number of days in the billing period.
    b. A rule of thumb: Try to keep the total cost of your debt payments to no more than 20% of your take-home pay.

5. How To Establish a Credit History
    a. Maintain a checking and savings account.
        1. Do not overdraw the checking account.
        2. Make regular payments into the savings account.
    b. Open a retail charge account.
        1. Some large chain stores offer starter accounts, which are easiest to obtain.
        2. Pay your bill promptly.
    c. Apply for a bank credit card.
    d. Take out a small loan from your bank.
        1. Deposit the money in a savings account to earn interest to offset some of the finance charges.
        2. After making payments for six or more months, you will have established yourself as a good credit risk.

6. Types of Consumer Credit
    a. Personal installment loans:
        1. These are paid back weekly or monthly over a period of time.
        2. Some require only the borrower's signature; others require the pledge of some valuable property as collateral or security.
    b. Single payment loans:
        1. These are set up for a certain period of time--30, 60, 90 days.
        2. You agree to pay the total amount, plus interest and finance charges in a single payment.
    c. Check-credit plans (banks) and share draft-credit plans (credit unions):
        1. You make an agreement as to the maximum credit limit and monthly repayment.
        2. You may then write checks against your credit limit.
        3. Finance charges are made on the outstanding balance each month.
    d. Cash Advances:
        1. Require possession of a bank credit cards, such as VISA or Mastercharge.
        2. You present the card to a bank which honors it and can receive cash up to your credit limit.
        3. You repay at the same rate as your other credit card purchases.
    e. Second Mortgages:

        1. These are based on homeowner's equity (differences between the amount owed on the mortgage and the market value of the house).
        2. However, since your home is security for the loan, if you cannot make payments, you could lose your home.
        3. The law allows you to think about any credit transaction in which your home is used as security for three days after you've signed the contract.
    f. Sales Contract:
        1. Regular or 30-day charge accounts;
            a. Basically the same as paying cash.
            b. You pay in full 10 to 30 days after the billing date.
            c. There is no finance charge if the bill is paid in full within the time period.
        2. Revolving or open-end charge accounts:
            a. You may make repeated purchases up to a set limit established when you open the account.
            b. You may pay in full each month or pay only part of the balance.
            c. A finance charge is usually made on the unpaid balance.
        3. Installment pruchases or closed-end payment plans:
            a. These usually involve a written agreement for each credit purchase.
            b. A down payment or trade-in may be required.
            c. Usually, the seller remains the legal owner until payments are completed.
7. Beware of These Two Sources of Loans:
    a. Pawnbrokers:
        1. They charge a very large interest rate and will only loan a small percentage of the value of the property you pledge as collateral.
        2. They require you to leave this property on deposit with them for the life of the loan.
        3. If you fail to repay the loan, the property may be sold by the broker.
    b. Loan Sharks. Be suspicious if:
        1. There is no display of a state license in an open, obvious place.
        2. The date of the loan is prior to the date you get the money.
        3. You are asked to sign papers before the amounts are filled in.
        4. More than one note is required for one loan.
        5. you are required to buy expensive insurance.
8. What Is a Credit Bureau?
    a. It is a clearing house of consumer credit information.
    b. It gets its information from your credit applications; from merchants you've done business with; and from public records such as divorce notices, deaths, marriages, bankruptcies, and law suits.
    c. A credit bureau does not collect information on a person's morals or character.

    d. It does not rate accounts. It just keeps records. Each creditor rates your account based on repayment record.
    e. To find out what is in your credit file:
        1. Go to the credit bureau and ask to review your file. You must show identification and may be charged a small fee, unless you've recently been denied credit.
        2. If there are errors, you can have a reinvestigation and you can file your side of the story in the bureau records. Your statement is included with everything else when a report is made or sent to a potential creditor or employer.
    f. The law limits reporting of adverse information to seven years; bankruptcy is recorded in your file for fourteen years.
    g. Only members of the credit bureau can obtain credit information.
        1. They must give their code number before they get the report.
        2. They sign a contract that they will order reports only on persons considered for credit or employment.

9. The Equal Credit Opportunity Act:
    a. This federal law makes it illegal to deny credit on the basis of sex, marital status, age, religion, race, national origin, or because a person receives public assistance.
    b. The act requires that you be told within 30 days of applying for credit if you've been granted or denied credit.
    c. If credit is denied, the creditor must give you specific reasons why, or tell you of your right to receive the reasons why, or tell you of your right to receive the reasons within 60 days if you request them in writing.
    d. The act requires creditors to inform credit bureaus about an account held by husband and wife in both their names, if both use the account and are responsible for it.

10. The Fair Credit Reporting Act:
    a. This law says that a credit report must contain accurate information and that this will be used in a confidential manner.
    b. If you are refused credit, you must be given the name and address of the credit bureau that gave the report.
    c. You may then review your credit report free of charge, if you do so within 30 days.
    d. The bureau will recheck any information you question.
        1. If the information is incorrect, or cannot be verified, it will be taken out of your file.
        2. Notice of changes must be sent to those creditors who have received credit teports on you in the past six months and to those requesting credit reports for employment purposes in the previous two years.

11. The Fair Credit Billing Act:
    a. You may refuse to pay a credit card bill for items you find defective until the item is repaired or replaced. This applies to all credit cards including VISA and Mastercharge.
        1. For third party credit or bank cards, the sale must be more than $50.
        2. The sale must have been made within your state of residence or within 100 miles, whichever is greater.
    b. If you complain about a billing error, you have 60 days after the bill was mailed to you to express your complaint in writing.
        1. The creditor has 30 days to acknowledge your complaint and another 90 days to resolve the dispute.
        2. If the complaint is not resolved within 90 days, the consumer can keep the disputed amount up to $50, even if an error has not been made.
        3. If the creditor does not comply with the Billing Act, you can sue for actual damages, plus twice the amount of any finance charges.
    c. Creditors are required to send your billing statement 14 days before payment is due.
    d. Merchants who give discounts for cash paying customers must post a highly visible sign explaining the cash discount practice.

12. The Truth-In Lending Act:
    a. This law requres that credit card issuers explain to the creditor the time period allowed before a finance charge is applied.
    b. The method of figuring the finance charge must be given.
    c. Credit card issuers may not mail you a credit card unless you requested it verbally or in writing.
    d. If your card is lost or stolen, you are responsible for the first $50, unless you report the loss immediately, before the charges are made.

13. If You're Too Much In Debt:
    a. Pick up the telephone and schedule a free counseling session with your local Consumer Credit Counselors (look in the telephone directory to find the nearest one). This is a non-profit, community-sponsored organization.
    b. Bring in all bills, payment records, and your most recent salary stub to the interview.
    c. Your counselor will review all your finances and at not cost obligation, help you develop a budget within your income.
    d. If necessary, the counselor will work out a new payment plan with your creditors to allow a longer period of time to repay your debts.
    e. For a small fee, you can make payments to the C.C.C. and they will forward the money to creditors.

14. Bankruptcy and Chapter 13:
    a. Bankruptcy can be filed only once in six years and allows you to eliminate your debts except for:
        1. state and federal taxes.
        2. debts owed due to fraud or intentional injury to others or their property.

        3. alimony, or spousal, or child support.
        4. government student education loans.
    b. Bankruptcy allows you to keep:
        1. up to the first $40,000 of equity in your home, if you have protected it with the Homestead Act.
        2. a car, needed appliances, and other necessities of life.
    c. Chapter 13 (Debt Adjustment):
        1. You prepare a full or partial repayment and present it to the Bankruptcy Court for approval.
        2. During the repayment period (3 to 5 years), you give your earnings to a court-appointed trustee to pay your debts.
        3. Your creditors are not allowed to harass you, file suit, or try to collect from a co-signer.
        4. You are not allowed to use any new credit, except in an emergency.
        5. The Chapter 13 judgement will be recorded in your credit file for seven years.

In-Class Activities:

1. Have students prepare a monthly financial plan, including basic expenses and other bills owed; then have them compare these expenses to their monthly income. How much do they have left over for credit payments?
2. Go over the different ways of computing interest:
    a. Previous Balance Method
        example:
        Interest rate 1 1/2% per month or 18% APR
        Previous Balance $200
        Payments of $100
        Interest Charge = $200 x 1.5 = $3.00
        Unpaid Balance = $100 + $3.00 + any charges made during the billing period

    b. Declining Balance Method
        example:
        Interest rate 1 1/2% per month or 18% APR
        Previous Balance $200
        Payments of $100
        Adjusted Balance = $200 - $100 = $100
        Interest Charge = $100 x 1.5 = $1.50
        New Unpaid Balance = $100 + $1.50 + any charges made during the billing period

    c. Average Daily Balance
        example:
        Interest rate 1 1/2% per month or 18% APR
        30 day billing period
        Day 1 - 15 unpaid balance of $200
        Day 15 payment of $100
        Day 16 - 3 - unpaid balance of $100
        $\frac{15\ (\$200) + 15\ (\$100)}{30}$ = Average daily balance = $150

$150 x 1.5% = $2.25 interest charge
New Unpaid Balance = $100 + $2.25 + any charges made
during the billing period

Self-Study:

1. Have students shop for a loan for a car or other major purchase and record their findings from three sources of credit, including the method of computing interest, A.P.R., and the general attitude of the lender towards the student. (Do not tell lenders this is a class project.)
2. Have students visit a local credit bureau and read or obtain a copy of their credit file.
3. Have students prepare a list of future major purchases. The should indicate how they plan to pay for them and list any potential credit sources.

Evaluation:

1. The monthly financial statement and future major purchases assignments can be graded for completeness.
2. The loan shopping assignment can be presented in the form of a paper or project and graded for completeness and comprehension.
3. A vocabulary test on credit terms helps limited-English speaking students to learn new words and their meanings. Flash cards and a "clozure" exercise like the one in the sections on "Contracts" are useful learning aids.

Resources:

Pamphlets:

How To Establish Credit
Bank of America
Box 37128 (or a local Bank of America)
San Francisco, CA 94137

If You Don't Have the Money to Pay Your Bills
(and other pamphlets)
Consumer Credit Counselors
(your local office)

Consumers, Credit Bureaus and the Fair Credit-Reporting Act
Some Quick Facts About Your Credit History
What Is A Credit Bureau?
Associated Credit Bureaus, Inc.
16211 Park 10 Place
P.O. Box 218300
Houston, Texas 77218

Managing Your Money: Consumer Credit
(Leaflet 21205, March 1981)
Shop For Your Loan
(Leaflet 2840, April 1979)
Division of Agricultural Sciences

University of California
Cooperative Extension
Berkeley, CA 94720

Collection Agencies & Interest...Payments
I've Been Contacted By a Collection Agency
What Does It Mean? What Do I Do?
What Is an Unfair Collection Practice?
(Free)
Collection Agencies
1920 20th Street
Sacramento, CA 95814

Films: Read Before You Write (see VOICE)
Your Credit Is Good
Journal Films, Inc.
909 W. Diversey Parkway
Chicago, Illinois 60614

Filmstrips: Credit - Handle With Care ($7.50)
(Can be used with Pamphlet:
Managing Your Credit ($1.00)
Money Management Institute
Household International
2700 Sanders Road
Prospect Heights, Illinois 60070

VOICE Bibliography:

The Compleat California Consumer Catalogue
Consumer Handbook to Credit Protection Laws
Consumer Power: Classroom Strategies For Consumer Education
Coping With a Cashless Society
Credit Cards
Credit: Who Pays?
Credit: Who Pays? Forum Insight Series
Credit Unions
Debt--The Flip Side of Paradise
Decisions For Independent Living
The Expert Consumer : A Complete Handbook
Factors Influencing Purchasing Power & Elements Determining Financial Security
Financing and Insuring a Car
Guide to Consumer Services
Guide for Implementation of Consumer's Education in Rural, Suburban and Urban Settings
In The Box
Looking Ahead
Money Management
Money Management Library
Personal Finance
Read Before You Write
Rhode Island Consumer Education Curriculum Guide
The Shopping Game

Skills for Consumer Success
To Your Credit
Understanding Consumer Credit Accent/Consumer Education

VESL Bibliography:

Husak, Glen, Patricia Pahre and Jane Stewart. "The Money Series."
Richey, Jim. "Survival Vocabulary."
Royce, Sherry and Christopher Ransom Miller. Money Management.
Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series." (Vietnamese; bilingual)

TOPIC: FINDING A JOB

Learning Objectives: The student will be able to:

1. Know how to use want ads and employment agencies for job sources.
2. Know how to properly fill out an employment application and about writing letters and resumes.
3. Know what to expect and how to act on an employment interview.
4. Know the employment rights of immigrants.

Suggested Content:

1. Using the Want Ads:
    a. Look in the index on the first page of the want ad section.
        1. Everything to do with work and jobs may be listed under Employment.
        2. Think of as many ways as possible a job title could be listed: for example, gas station attendant can also be listed under service station attendant.
    b. Decide whether this is a job you want or can do.
        1. Look at the qualifications such as experience, education, licensing, if required.
        2. Look at the pay and hours, if listed. Would these work for you?
    c. Remember that very few jobs available are listed in the want ads. Many times you need to take or send your application to a variety of places that would be of interest to you.
2. Employment Agencies
    a. California licenses about 1400 employment agenices, which usually charge you a fee for finding work.
    b. Some potential problems:
        1. You may not be able to obtain a refund if the job doesn't work out.
        2. You may not fully understand the contract required with the agency.
    c. To avoid trouble:
        1. Shop around. Agencies provide free counseling whether or not they place you on a job.
        2. Make sure the agency is licensed by the California Bureau of Employment Agencies.
        3. Find out how much the fees are and what services and kinds of jobs are offered.
        4. Watch out for misleading job ads. If you feel you've been a victim, contact:

Bureau of Employment Agencies
1333 Howe Avenue, Suite 200
Sacramento, CA 95825
(916) 920-6311

        5. You never have to pay any agency, unless the employer offers and you accept a job.
            a. Some agencies require a deposit fee prior to the job interview.

      b. If you don't get the job, the agency (at your request in writing) must repay you within 48 hours or be liable for double the amount of the deposit.
   6. Find out before the interview if the company hiring will pay any of the fee.
      a. Some will split the fee.
      b. Others will pay you back after you've worked an agreed period of time.
   7. The biggest problem consumers have is understanding the employment agency contract.
      a. California law requires that the agency charging a fee must use a form which includes:
         1. Name, address and telephone number of the agency as well as the name and address of the company/person you are being sent to for employment.
         2. The amount of fee charged you and the amount paid by the potential employer.
         3. The kind of employment and daily hours of work.
         4. Salary and benefits.
         5. If the position is temporary or permanent.
         6. Information on any labor problems existing at the potential job.
         7. If you are required to join a union.
         8. An agreement to repay the deposit fee if you don't find a job.
      b. Don't sign the contract if you can't understand it. Consult legal aid or the Bureau of Employment Agencies.
      c. Keep a record of fees paid. They are deductible on your Federal income tax if you take a job in your field.
      d. If your job doesn't work out within 90 days (either you quit for good reason or are fired):
         1. You should receive a partial fee refund.
         2. The refund must be made within 10 days after you request it in writing.

3. Alternative to Private Employment Agencies
   a. The State Employment Development Department:
      1. Offer free services.
      2. Can usually provide job guidance and occupational testing.
   b. The U.S. Civil Service Commission:
      1. Has listings for government jobs (not listed with private employment agencies or the want ads).
      2. Runs job information centers--applications, information brochures and filing instructions.
   c. Your high school or college placement office.
      1. Usually offers free placement help to graduates.
      2. Counselors can offer career counseling, advise about the job market, arrange interviews and also testing.

- d. Unions, trade and professional associations:
    - 1. Represent the job field you're interested in.
    - 2. Keep job banks of openings in their industry or run referral services.
    - 3. Have magazines or newsletter that carry help-wanted ads.

4. Filling Out the Job Application
    - a. Personal history:
        - 1. An employer may write or call your former employers, school attended or other people or places listed on your application.
        - 2. Some companies need to know if you've ever been in trouble with the law.
        - 3. It's better to be honest than to be caught in a lie.
    - b. Educational record:
        - 1. Often, the subjects you studied are important to list.
        - 2. You may have to go way back into old records to get dates and addresses of schools attended.
    - c. Health record:
        - 1. Most employers want to know about your health history.
        - 2. Many will require you take a physical before employment.
    - d. Paid work experience:
        - 1. Start with your most recent and work back.
        - 2. List part time jobs, unless the application says not to.
    - e. Unpaid work experience:
        - 1. Volunteer work is important.
        - 2. School jobs, such as offices held and committees worked on can be helpful, especially if you don't have much paid experience.
    - f. Type or print clearly:
        - 1. If the job applied for requires that you type, be sure to type the application.
        - 2. Otherwise, you may print all of the information, except for your signature.

5. Letters and Resumes
    - a. Sometimes newspaper ads must be answered with letters.
        - 1. Make the letter specifically answering the ad.
        - 2. Tell what position you're interested in and why you want the job.
    - b. The employer will also want to know about your education, work experience and health; this can be done on a one page resume.
        - 1. Include your personal information (age, marital status is not required; sex can usually be determined from your name, but potential employers are not allowed to discriminate for any of these).
        - 2. List education, work experience and references.
        - 3. Always ask permission to use a person's name as a reference.

6. The Interview
    - a. Do some homework on the company. Find out what they do and how you would be helping them do it.

b. Find out ahead of time where you're going and the correct way to pronounce the name of the person interviewing you, if possible.
c. Dress neatly and in something that fits you well, but does not draw too much attention. Neutral colors and simple designs are best.
d. Be a little early, so you aren't rushing in the last minute looking unprepared.
e. Let the interviewer take the lead. They will offer a hand or direct you to a chair.
f. Answer all questions directly and honestly, looking the interviewer in the eye as you answer.
g. Do not ask about salary or fringe benefits until you are made a job offer, unless the job specification states these or the interviewer brings them up in the interview.
h. Ask the interviewer when they expect a decision to be made and thank them for the interview.
i. Leave as soon as the interviewer is finished and you've asked any necessary questions.

7. Employment Rights of Immigrants
   a. Permanent residents:
      1. Third and sixth preference immigrants are now required to have employer sponsorship before admittance to the U.S.
      2. Third preference are admitted because of their professional skills. They may face deportation if the immigrant had no intention of performing their profession in the U.S.
   b. Temporary resident aliens:
      1. B-1 Business visitors employed by a foreign business based in the U.S. They are not allowed to receive payment from a U.S. source except an allowance for food, shelter and other expenses relating to their visit.
      2. D-1 Crewmen who perform services on board vessels or aircraft in transit in the U.S.
      3. H-1 Workers who perform services of exceptional nature as persons of distinguished merit, such as doctors and nurses.
      4. H-2 Workers entering to perform semi-skilled or unskilled work.
      5. J-1 Aliens who have been admitted to the U.S. under exchange programs for academic, practical or industrial training.

Resources:

Pamphlets:

Don't Get Fired!
My Job Application File (3rd. edition)
Using the Want Ads
Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545
(415) 785-9625

Employment Rights of Aliens
Asian Law Alliance
184 E. Jackson Street
San Jose, CA 95112
(408) 287-9710
or
Asian Law Caucus, Inc.
1322 Webster Street, Suite 210
Oakland, CA 94612
(415) 835-1474
or
36 Waverly Place, Suite #2
San Francisco, CA 94108
(415) 391-1655

Consumer's Guide to Private Employment Agencies
Employer's Guide to Private Employment Agencies
(free; send stamped, self-addressed envelope)
Bureau of Personnel Services
1426 Howe Avenue
Sacramento, CA 95825

VOICE Bibliography:

The Compleat California Consumer Catalogue
Decisions For Independent Living

Disadvantaged/Limited English Proficient:
A Growing Crisis: Disadvantaged Women and Their Children
A Guide to Independent Living
Orientation: Special Needs

VESL Bibliography:

Follett, Basic Skills. "Follett Coping Skills Series."
Freeman, Daniel B. Speaking of Survival.
Jew, Wing and Tandy. Using The Want Ads.
Husak, Glen, Patricia Pahre and Jane Stewart. "The Work Series."

KEY TO HELP-WANTED ABBREVIATIONS

adv.	advancement
asst.	assistant
ave.	avenue
bet.	between
bldg.	building
blvd.	boulevard
cntr.	counter
co.	company
comm.	commission
corp.	corporation
drvs.	driver's or drivers
est.	established
equip.	equipment
exp., exper.	experience
Fri.	Friday
lab.	laboratory
lic.	license
mech.	mechanically
M/F	male or female
mgr.	manager
Mon.	Monday
nat'l.	national
nec.	necessary
off.	office
oppty.	opportunity
serv.	service
st.	street
strt.	start
trnees.	trainees
yng.	young

(Sample Letter in Response to Ad)

DATE

F.W. Woolworth Company
Department N
1733 California Drive
Burlingame, California 94010

Dear Advertiser:

I would like to apply for the job of manager trainee that you advertised in the San Jose Mercury News. I have had experience in retail sales, as you can tell from my enclosed resume.

The resume also gives my educational background and personal information. If you are interested, I will come in to speak with you personally.

The best times to reach me are after 6 p.m. at home or between 3 and 4 p.m. at my current part-time job telephone number.

Sincerely,

Your Name
Current Street Address
City and State

encl.

YOUR NAME
CURRENT STREET ADDRESS
CITY, STATE, AND ZIP CODE

Personal Information

(can include age, health, height and weight, if desired)

Education

(Begin with the most recent and work back, giving dates attended and courses taken, if applicable.)

School Jobs and Volunteer Experience

(This may be important, especially if you don't have much paid experience.)

Work Experience

(Begin with the most recent and work back, giving job descriptions and duties.)

References

Business and personal references will be supplied if desired. (This statement saves space on the resume, which should, if possible, be no longer than one page.)

TOPIC: HEALTH CARE

Learning Objectives: The student will:

1. Know how to make wise choices in selecting health care.
2. Know the rights of patients.
3. Know where to go with a consumer complaint about health care.
4. Know what is necessary for preventive health care.
5. Know where to go in the community for health care information.

Suggested Content:

1. Selecting a Doctor:
    - a. Have a physical examination with a doctor before you get sick, so there is a health profile that can be used to help diagnose possible illness.
    - b. For general health care, a general or family practitioner or a more specialized internist is sufficient.
        1. Many doctors practice general medicine and minor surgery.
        2. Any licensed physician can practice any surgical or medical specialty without being licensed in the field.
    - c. If you do not have a physician and need immediate care, call your county Health Department for referral.
        1. Many teaching hospitals and county hospitals operate out-patient clinics.
        2. Interns and residents can treat you for lower fees, but you may have to wait longer to be seen unless it's an emergency.
    - d. Other ways to find a doctor:
        1. Ask friends and neighbors.
        2. Call a local medical school and ask about faculty physicians who take private patients.
        3. Call your county medical society for names of doctors near you. The society will not make judgements about a doctor's competency.
    - e. Things to consider when choosing a doctor:
        1. When is the doctor available?
        2. Do they have evening or weekend hours?
        3. Is the office close to your home?
        4. What hospital does the doctor use?
        5. What is the policy on house calls?
        6. What happens when the doctor is not available?
        7. What is the payment schedule? (Some doctors require that you pay the same day as your visit.)
        8. Does the doctor accept Medi-Cal/Medicare cards?
        9. If you speak a language other than English, is there someone in the office who can understand you?
        10. Does the doctor keep up on new medical developments?
        11. Will you be referred to other specialists when necessary?
    - f. Once you've selected a doctor:
        1. Look for thoroughness. The doctor should examine you and ask for a complete medical history.

    2. The doctor should explain to you what's being done and why.
    3. After the exam, the doctor should go over the findings with you, not just hand you a prescription.
    4. When recommending surgery or drug treatment, the doctor should explain alternatives, risks, and benefits.
    5. The doctor should follow up on observations with appropriate tests and follow your illness by phone or another visit, if necessary.
  g. Nurse practitioners and physicians assistants:
    1. They often work in association with a doctor. (Physician's assistants work directly under a doctor.)
    2. They conduct physical exams, order and interpret tests, educate, and counsel patients.

2. Selecting a Dentist
  a. For regular dental care, see a general practitioner.
  b. Find a dentist before an emergency happens.
  c. If you don't have a dentist:
    1. Call your local dental society.
    2. Check to see if there's a dental school with a dental clinic in your area.
    3. Consider dentists that practice as a group.
      a. They can offer more services.
      b. The cost of office and equipment are usually less, so their prices may not be so high.
    4. Find a dentist close to you in case of emergencies.
  d. Avoid a dentist who:
    1. Seems anxious to remove teeth. This should be a last resort.
    2. Has worked on you before, but the work needs frequent repair.
    3. Finds a lot of work to be done--get a second opinion.
    4. Doesn't give you an emergency phone number.
    5. Won't talk about cost and payments before the work is done or refuses to give you an estimate.
    6. Doesn't explain alternative treatment or possible complications.
    7. Takes too many X-rays or doesn't use them when needed.
      a. Check-up X-rays on suspicious teeth should be taken no more than once a year.
      b. A full mouth set can be taken once every five years.

3. Patient Rights (from California State Supreme Court--Cobbs vs. Grant):
  a. To receive careful, professional service with confidentiality of your records.
  b. To receive complete, current information on your diagnosis, treatment, and prognosis in terms you can understand.
  c. To know exactly what a prescribed drug is supposed to do, including any side effects.
  d. To accept or decline any suggested treatment.
  e. To be told of all possible alternatives to treatment.
  f. To get second opinions from other doctors.

4. Making Complaints Regarding Doctors:
    a. Speak first to the doctor.
    b. Contact the State Board of Medical Quality Assurance (Department of Consumer Affairs):
        1. They cannot set or modify fees, but
        2. They do handle: gross negligence, incompetence, intoxication, use and sale of narcoties, betraying professional secrets, failure to furnish information, fees charged for services not given, excessive prescribing or giving drugs harmful to the patient.
    c. Contact the county medical society:
        1. The society informs doctors of complaints and also handles complaints about doctors who are not members of the society.
5. Preventive Health Care
    a. Basic rules:
        1. Exercise regularly and moderately.
        2. Get six to eight hours of sleep daily.
        3. Don't smoke.
        4. Drink no more than one alcoholic drink per day.
        5. Keep weight at normal.
        6. Eat breakfast regularly.
    b. In addition:
        1. Have a physical every few years in your 20's and 30's; every year after age 40 or if you have a chronic condition.
        2. Have your blood pressure checked once or twice a year.
        3. Have testing for colon cancer every 3 years over 40; every 2 years over 50.
        4. Women over 40 should have a soft tissue X-ray of the breast every two years; yearly after 50.
        5. Unless you suspect heart disease, one baseline electrocardiogram at 35 - 40 is adequate, repeated at 3 to 5 year intervals.
        6. Glaucoma testing should be a part of your regular exam after age 40.
        7. Pap smears to detect cancer of the cervix are necessary every 3 to 4 years after two negative tests a year apart. After age 40, doctors recommend the test once a year.
        8. Children are required by California law to have vaccinations against polio, rubeola (10 day measles), DPT (diphtheria, pertussis, and tetanus), rubella (german measles), and mumps before they attend school.
        9. Senior citizens who suffer from chronic diseases should also be vaccinated against flu and pneumonia.
6. Community Health Programs
    a. American Cancer Society:
        1. Has free pamphlets, films, slides, and posters, available in English, Spanish, Japanese, and Chinese.
        2. Offers programs on breast self-exams and stop smoking clinics.
    b. National Association for Mental Health, American Heart Association, and American Lung Association of California:

        1. Offer free pamphlets.
        2. Many Heart Association chapters offer stop-smoking classes.
        3. The Lung Association in some areas offers breathing equipment and operates asthma camps.
    c. California Department of Health Services and Planned Parenthood Association:
        1. Support family planning clincs.
        2. Provide free or low-cost pregnancy tests, birth control devices, and family planning counseling.
    d. U.S. Department of Health and Human Services:
        1. Operates a V.D. hotline.
        2. Provides V.D. education pamphlets.
    e. American Red Cross:
        1. Offers and 8-hour class on mouth-to-mouth resuscitation. (CPR)
    f. March of Dimes:
        1. Provides pamphlets on birth defects and health during pregnancy.
        2. Provides films and education programs to community groups.
    g. Help for Immigrants:
        1. San Jose has a Refugee Health Service Program (976 Lenzen Avenue (408) 299-6970).
            a. Eligibility: Santa Clara County refugees.
            b. Fees are on a sliding scale or Medi-Cal and CHDP.
            c. Interpreters are available for: French, Spanish, Italian, Farsi, Amharic, Tigrinya, Vietnamese, Laotian, Cambodian, and Chinese.
            d. Clinics are available for tuberculosis, family planning, child health, nutrition, V.D., alcohol screening, parasite treatment, CHDP check-ups (ages 0 - 21), immunication update.
        2. Los Angeles County Asian Health Project:
            a. Provides health information and services to Asian and Pacific communities in the county.
                1. The emphasis is on family planning and reproductive health.
                2. It also provides education and interpretation services.
            b. It distributes health education and cultural awareness materials to health providers throughout California and other states.

**Because of limited space, other community-based health organizations are not mentioned. Check with your local Health Department to find one in your area.

In-Class Activities:

1. Go over the medical vocabulary list at the end of this unit. Have limited-English speaking students make flashcards to study at home.

2. Role-play visits to the doctor and dentist, encouraging students to ask questions about their conditions. If you don't feel comfortable about your medical knowledge, arrange to have a public health nurse and/or a dental educator come to class. Call your local Health Department for arrangments.

Self-Study:

1. Have students find records of their immunizations and update them if necessary. They can start a file with these records and other pertinent medical information.
2. Medical vocabulary flashcards should be studied at home.
3. Have students make lists of home remedies and medical beliefs they grew up with. By sharing their lists with classmates, students can exchange cultural information and get to know each other.

Evaluation:

1. Test on medical vocabulary.
2. The home remedy/medical belief assignment can be turned into a written report. Oral presenations can also be graded; so can the role-playing of visits to doctors and dentists.

Resources:

Pamphlets:

Healthful Hints (1982)
Refugee Health Services Program
Santa Clara county Health Department
976 Lenzen Avenue
San Jose, CA 95126
(408) 299-6970

Do You Believe in Magic?
Publication 254 (1981)
Chief Postal Inspector
Medical Fraud Program
Consumer Protection Program
Washington, DC 20260

Birth Control Methods (20c ea.)
(Cambodian, Japanese, Lao, Thai, Vietnamese)
Sexually Transmitted Diseases (25c ea.)
(Lao, Japanese, Thai, Tagolog, Vietnamese)
Women's Cancer Prevention (15c ea.)
(Cambodian, Japanese, Thai, Vietnamese)
Natural Family Planning (15c. ea.)
(Cambodian, Japanese, Thai, Vietnamese)
Sterilization (25c ea.)
(Japanese, Cambodian, Lao, Thai, Chinese, Vietnamese)
Sex and Hygiene (20c ea.)
(Japanese, Cambodian, Lao, Thai, Chinese, Vietnamese)

Termination of Pregnancy (20c ea.)
(Japanese, Thai, Vietnamese)
Contraceptive Decision-Making (20c ea.)
(Japanese, Thai, Vietnamese)
Herpes and Aids (20c ea.)
(Thai, Japanese, Vietnamese)
You and Your Body (for teens)
(Japanese, Thai, Vietnamese)

Asian Health Project
3860 West King Boulevard
Los Angeles, CA 90008
(213) 295-6571

California and Consumer Health Care Catalog
($1.00)
Health Catalog
P.O. Box 310
Sacramento, CA 95802

Eye Care Pamphlets (free)
Board of Optometry
1020 N Street Room 407
Sacramento, CA 95814

How Is Your Hearing? (free)
Speech and Language Problems
1430 Howe Avenue
Sacramento, CA 95825

Medical & Allied Health Information & Complaint Guide (free)
Medical Guide
1430 Howe Avenue
Sacramento, CA 95825

Salud (Health) (Spanish, free)
Salud
P.O. Box 310
Sacramento, CA 95802

VOICE Bibliography:

The Compleat California Consumer Catologue
A Consumer's Guide to Psychotherapy
Consumer Health
Clean Your Room: A Consumer Clean-Up Kit for Indoor Pollutants
The Contemporary Consumer Series Filmstrips
Directory, Federal, State, County and City Government Consumer Offices
Health and Leisure
How To Live On Nothing

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes." (Cambodian/Laotian/Vietnamese; bilingual)

Canario, Jack and Marilynne Mathias, *Help! First Steps To First Aid*

Clews, Vince and Tana Reiff. *That's Life*.

Curriculum Publications. "Competency-Based Adult Education ESL Modules."

Follett Basic Skills. "Follett Coping Skills Series."

Freeman, Daniel B. *Speaking of Survival*.

Husak, Glen, Patricia Pahre and Jane STewart. "The Money Series."

Jacobson, Becky and Marlene Howell. "Hospital Admissions Procedures and Nursing Assessment." (Cambodian, bilingual)

Missoula City-County Health Department. *Basic Health Care*. (Laotian; bilingual)

Refugee Education and Employment Program. *The REEP Curriculum: A Functional Approach to Competency Based Survival ESL*.

Richey, Jim. "Survival Vocabulary."

Royce, Sherry an Christopher Ransom Miller. *Health*.

State University of New York. "English for Living" modules.

Medical Vocabulary

Listed below are several kinds of medical specialists and their areas of specialization:

Allergist - allergies
Anesthesiologist - general and local anesthetics
Cardiologist - heart and blood vessels
Dermatologist - diseases of the skin
Gynecologist - female sexual and reproductive organs
Neurologist - brain and nervous system
Obstetrician - pregnancy and childbirth
Ophthalmologist - defects and diseases of the eye
Otolaryngologist - ear and throat
Pathologist - tissue and structural changes which are caused by or do cause certain diseases.
Pediatrician - infants, children, adolescents
Proctologist - rectum, anus, colon
Psychiatrist - emotional illnesses and mental disorders
Radiologist - radioactive substances, X-rays and radium for the diagnosis and treatment of disease.
Surgeon - surgical correction of various diseases.
Urologist - male urinary and urogenital (genital) tract and the female urinary tract.

The following are the more common dental specialists:

Endodontist - specializes in root canal work.
Oral Surgeon - deals with surgery in the mouth; extracts teeth.
Orthodontist - concerning with straightening and aligning teeth.
Pedodontist - treats the special dental problems of children.
Periodontist - treats the gums.
Prosthodontist - deals with denture work.

TOPIC: HOME CLEANING AND PRODUCTS

Learning Objectives: The student will:

1. Know effective ways to clean, including maintenance cleaning, care of appliances, and "heavy" cleaning techniques.
2. Know which commercial products are effective for specific jobs and appropriate do-it-yourself products which can save money.
3. Know about use of appliances and other standard equipment in apartments and homes.

Suggested Content:

1. Time and Energy Management in Home Cleaning
   a. Decide which tasks need to be done daily, weekly, monthly, etc. Make a list.
   b. For employed persons, chores must be worked into the hours before or after work.
      1. When is your best time?
         a. If morning is your best time, set your alarm several hours before work.
         b. If evening is, decide which jobs need daylight (e.g., working outside, washing windows, etc.) These will have to be done on days off. The remainder can be done at night.
   c. Using your list, consolidate jobs that can be done less frequently and just as effectively. For example, instead of laundering small loads of clothes, wait until you have more, whenever possible.
   d. After you've listed cleaning activities and frequency of cleaning, list supplies and equipment you need.
      1. Notice which activities use the same equipment and supplies.
      2. These activities should be completed at the same time. Much time and energy is used just preparing to do a task.
   e. From the supply list, decide which you could eliminate, or replace with another less expensive product, etc.
      1. Go to the grocery or discount drug store. Compare prices of the brand you use with comparable ones.
      2. Use unit-pricing to compare. Look for the cost per unit, such as per ounce, which many stores compute for you and post on the shelf below the product.
      3. House brands are usually manufactured by national companies under the label for a chain of stores. The quality is comparable to more expensive, nationally advertised brands. Decide which products you could use under a house brand. You can save several dollars or more each time you shop by buying house brands.
   f. Save old t-shirts and underwear to cut up and use for cleaning cloths.
   g. Go through your throw-aways to see what you can save as cleaning aids:
      1. Old tooth brushes for scrubbing tile.

2. Plastic spray containers for filling with vinegar and water to wash windows.
3. Old newspapers for wiping windows and glass clean.
4. Q-tips for cleaning those hard-to-get-at places.

*Have students add their own tips for saving money with cleaning.

In-Class Activities:

1. For immigrants, demonstrate the use of cleaning appliances and equipment. You can take them (if the groups aren't too large) to an appliance store, or use the food lab facilities at your school. Home Economists with P.G. & E. will also do demonstrations.
2. Take students to a grocery or discount drug store. Show them some common cleaning products (e.g., scrubbing powder, bleach, steel wool, etc.) This is also a good opportunity to talk about comparison shopping, unit pricing, reading labels. (See nutrition sections under "Food Labeling" and "Food Shopping and the Supermarket.")
3. If you're located in Santa Clara County, contact the Office of the Santa County Superintendent of Schools, 100 Skyport Drive, San Jose, CA 95110, for a set of slides with tapes in Chinese, Laotian, Vietnamese, and Cambodian, with scripts in English on Consumer Education for Indochinese. This set includes a kit of 78 slides on Use of the Facility to introduce newly arrived refugees to living in an American house. The slides show a visit to an apartment complex, different locks for different doors, types of windows and upholstery, how to save energy by proper use of lights and heat, introduction to T.V.'s and vacuum cleaners, how to set a table and use stoves and ovens, proper use of the sink, how to store food, use of the refrigerator, proper disposal of garbage, keeping the bedroom and bathroom clean, making a bed, hanging clothes, and proper use of the toilet and other facilities. The kit also includes curriculum, pre and post tests, and tapes in four languages. In other counties, contact your County Office of Education to see if there are similar slides available, or see VESL Bibliography: Cam-La-Vie Associates, "Refugee Orientation Tapes."

Self-Study:

1. Have students make a list of regular cleaning activities, including equipment and cleaning supplies used. Ask them to bring the list to class and go over it with them, having them write down suggested changes or supplies, equipment, or techniques.
2. Have students go to the store and compare prices of three different brands of; bleach, cleaning powder, window cleaner, oven cleaner, furniture polish, scrubbing pads. They should make a list and bring to class. Go over their lists and talk about house brands vs. nationally advertised brands and quality.

3. Have students write down and bring to class any cleaning techniques they've learned which save money/time. Sharing these with each other can be very educational.

Evaluation:

1. For limited-English students, use flash cards with names of appliances and other home equipment ot test their comprehension of vocabulary. A written vocabulary test is a good follow-up.
2. For students with more language proficiency, an evaluation of work an cleaning routines, including analysis of time and energy management can be turned in as a written report.
3. Written price comparison projects can probably be turned in by most students (unless very new to the language).

Resources:

Slides:

Consumer Education for Indochinese
Office of Santa Clara County Superintendent
100 Skyport Drive
San Jose, CA 95110

Pamphlet:

Unit Pricing (free)
Unit Pricing
P.O. Box 310
Sacramento, CA 95802

VOICE Bibliography:

About the Marketplace
Basic Skills Guide
Caring for a Home
Consumer Guide to Used and Surplus Home Appliances and Furnishings
Clean Your Room: A Consumer Clean-Up Kit For Indoor Pollutants
Equipment in the Home
Equipment in the Low Income Home
How to Live on Nothing
This Little Piggy Went to Market
Using Arithmetic in Shopping

Disadvantaged/limited-English Proficient:
A Guide to Independent Learning

VESL Bibliography:

Cam-La-Vie Associates, "Refugee Orientation Tapes." (Cambodian/Laotian/Vietnamese; bilingual)
Freeman, Daniel B. Speaking of Survival.

TOPIC: HOME AND PRODUCT SAFETY

Learning Objectives: The student will:

1. Know about the agenices that regulate consumer product safety and their legal jurisdiction.
2. Recognize an acceptable level of risk for using products in their life style.
3. Know how to make a home and other environments as safe as possible.

Suggested Content:

1. The Consumer Product Safety Commission:
    a. This independent federal regulatory agency created by the Consumer Product Safety Act of 1962.
    b. It reports only and directly to Congress.
    c. It is responsible for regulating over 15,000 different classes of products.
    d. What the Commission does:
        1. It identifies unreasonable product risks.
            a. It collects data via NEISS (National Electronic Injury Surveillance System) about product product-related injuries from hospital emergency rooms throughout the U.S.
        2. It assists consumers in evaluating products and can require warning labels.
        3. It enforces safety standards.
            a. It has the authority to act immediately against imminent hazards and can ban products.
            b. It can require the product's manufacturer to issue a public notice of product defect.
    e. What the Commission does not do:
        1. It does not set standards for safety.
            a. Consumer, government, and industry set standards.
            b. At present, almost all standards are voluntary.
        2. It does not premarket test. It looks at products after marketing.
    f. Products regulated by CPSC:
        1. Any article or component part produced or distributed for sale to a consumer for use in or around a permanent or temporary household or school, for recreation, or for personal use or enjoyment of the consumer.
    g. Acts administered by CPSC:
        1. Hazardous Substances Act: Controls the labeling of packages of hazardous household substances.
        2. Child Protection and Toy Safety Act: Provides for a ban on toys and other articles used by children that pose electrical, mechanical, or thermal hazards.
        3. Poison Prevention Packaging Act: Sets standards for child-resistant packaging of hazardous substances.

        4. Flammable Fabrics Act: Outlaws the manufacture or sale of wearing apparel or fabric so highly flammable to be dangerous.
        5. Refrigerator Safety Act: Requires refrigerators to have devices for opening the door from the inside. (But it may be difficult to find in the dark.)

2. Food, Drugs, and Cosmetics Regulated by the Food and Drug Administration
    a. The F.D.A. monitors new drugs on the market.
        1. Drugs have to be proved to be safe and effective.
        2. Usually, the manufacturer or a research company tests the new drug on animals, and F.D.A. examines the results.
        3. It can recall food or drugs immediately.
    b. It takes five to seven years to approve a new drug, so some companies come up with a new version of an old drug.
    c. Delaney Clause: Any product causing cancer in man or animals must be removed from the market.
        1. Cigarettes are not included.
        2. Cyclamates were removed from the market; however, saccharin was not, due to public pressure. A warning label is used.
    d. Cosmetics do not have to be tested for safety: the F.D.A. has to prove there is a problem, if one is suspected.
    e. The F.D.A. also regulates medical devices such as kidney dialysis machines and pacemakers and biologics such as the artificial heart and limbs.

3. Why People Get Injured Using Products:
    a. Environmental conditions--using the product in an unsafe environment, such as an electrical device in water.
    b. Physical or psychological characteristics of the user--the person may be tired or not paying attention.
    c. Users aren't willing to follow necessary cautions in using the product or to learn how to use it safely.

4. Determining an Acceptable Level of Risk:
    a. Use the product in the way it was developed to be used.
    b. Consider the ability/skill of the user.
        1. What is unsafe for one person might not be for others.
        2. Don't use a product until you know how to use it.
    c. The risk level changes with the circumstances. (A bottle of Mr. Clean is safe in a single person's home, but not in a home with children unless extra precautions are taken.)

5. Making Your Environment Safe
    a. Always store and use products according to directions on the label.
    b. Put harmful products out of the reach of children.
        1. Avoid taking medicine in front of children because they like to imitate adults.
        2. Paint a red mark on every bottle cap and label of products that would harm the child. Teach children that these marks mean "NO," "DANGER," or "POISON."
        3. Separate potential poisons from food--children may be drawn to the poison while searching for food.

- c. Poison-proof your garage:
  - 1. For many people, garages are a catchall for dangerous products they don't want in the house, paint thinners, solvent, weed killers, and pesticides are potentially lethal poisons. Buy these products in safety packaging and keep them locked up.
- d. Keep poisons in their original containers; don't remove warning labels.
- e. Watch for signs of poisoning:
  - 1. Stains or odors on the child's clothes or skin.
  - 2. Changes in behavior:
    - a. drowsiness
    - b. stomach pain
    - c. irritability
    - d overactivity
  - 3. Nausea and/or vomiting
  - 4. Respiratory difficulties
  - 5. An open drug or chemical container found out of place.
- f. If you suspect poisoning:
  - 1. Call your nearest Poison Control Center, doctor, or emergency room in a hospital.
  - 2. Find the poison and save the container for the doctor.
  - 3. Do not make the person vomit if the poison is an acid or lye.

6. Toy Safety
- a. Avoid toys:
  - 1. with small parts that can be swallowed.
  - 2. with nails or other sharp objects.
  - 3. that can pinch or trap a child's fingers in rotating, moving parts.
  - 4. with strings, cords, and tapes that could choke.
  - 5. that heat and can burn. Electrical toys should have the UL seal.
- b. Buy toys:
  - 1. with round corners.
  - 2. for the age of the child using them.
  - 3. with labels with directions you can explain to the child.

7. Preventing Fire Tragedy:
- a. Tips for safety:
  - 1. Be sure cigarettes are out. Never leave matches or lighters around children.
  - 2. Don't overload electrical outlets with too many appliances.
  - 3. Don't run cords under rugs or over radiators where they may get damaged.
  - 4. Have wiring and installations done by a professional.
  - 5. Store oily rags and paints in a cool place in tightly sealed metal containers.
  - 6. Don't use flammable liquids for dry cleaning indoors.
- b. Children's Sleepwear and Clothes:
  - 1. In California (also a federal law, but California's is stricter) children's sleepwear (sizes 0 - 14) cannot be sold unless it meets flame retardant standards.

        2. All children's clothes must be flame-retardant.
        3. The way clothes fit and their weight is just as important as flame retardant fabrics:
            a. Clothing which stands away from the body is more likely to catch fire.
            b. Lightweight fabrics burn more rapidly than heavyweight.
    c. Have a fire plan that all family members know and understand.
    d. Have a meeting place in case of fire.
    e. Be sure everyone knows at least two ways of getting out of the house.
    f. Teach children:
        1. Never to hide under beds, in closets, or in a bathroom.
        2. To feel a door for heat before opening. If hot, do not open.
        3. To always close a door after leaving a burning room or house.
        4. How to open windows and screens so that they can escape.
    g. Remember that smoke and hot gases can be just as dangerous as flames.
    h. If you have to go through smoke-filled rooms, keep low, take short breaths, cover nose and mouth with a damp cloth, if possible.
    i. If you live in an apartment, use a stairway. Don't take a chance with an elevator.

In-Class Activities:

1. For limited-English speaking students, go to a drug store or pharmacy to show them how special drugs are kept behind the counter and only a specially trained person prepares these "prescriptions." This should illustrate how medicines should be stored at home--out of reach and preferably locked up. Labels can be used to encourage language/reading skills. Prepare a list of commonly used drugs, along with their use, and put on flash cards for study.
2. Discuss how young children crawl around rooms, playing and exploring. Have students make a list of household objects that can be harmful to children. Discuss their lists and make a master list at the front of the room on a piece of butcher or poster paper.
3. Have a firefighter come to class to discuss fire safety and what to do in case of a fire.
4. Either take students to a toy store or bring in examples of toys and explain why some are safer and others are unsafe.

Resources:

Pamphlets: Take A Tip From Safety Sadie.
Poison-Proof Your Home

We Want You To Know About Preventing Childhood Poisonings
U.S. Food and Drug Administration
5600 Fishers Lane
Rockville, Maryland 20857

A Guide For Teaching Poison Prevention In Kindergarten and Primary Grades
(good for limited-English students)
U.S. Department of Education & Welfare
Food and Drug Administration
Bureau of Product Safety
Washington, DC 20016

VOICE Bibliography:

Agenices That Protect The Consumer
Clean Your Room: A Consumer Clean-Up Kit For Indoor Pollutants
Directory, Federal, State, County and City Government Consumer Offices
Goods, Services and Values: Consumer Education For Young Learners
Health and Leisure
Insights Into Consumerism: Who's Responsible For Product Safety?
The Product Liability Controversy: A Handbook For Consumers
The New Consumer Survival Kit
Who's Responsible For Product Safety?

VESL Bibliography:

Roderman, Winifred Ho. Reading and Following Directions.
Royce, Sherry and Christopher Ransom Miller. Health.

TOPIC: HOUSING

Learning Objectives: The student will:

1. Know the procedures involved in purchasing a home: income qualifications, how to obtain a real estate loan, closing costs, and other responsibilities in becoming a home owner.
2. Know options for affordable housing that meet the buyer's financial needs.
3. Know about qualifying for federally assisted housing and housing improvement loans for low-income buyers.

Suggested Content:

1. Purchasing A Home
    - a. A house is one of the most complicated and expensive purchases you ever make. Ask a lot of questions when you talk with the seller and/or real estate agent.
        1. Ask to see recent property tax bills.
        2. Look at utility bills for winter and summer. If the house isn't properly insulated, this will be an added cost.
        3. Ask about special assessments for sidewalks, streetlights, etc. These would be added costs.
        4. Is the house hooked to a sewage system? Wired for 220 for major appliances?
        5. If there are easement rights, this means someone has a limited right to use your property. For example, the utility company may have the right to put a power pole in your yard, or the county may have an easement to widen the road in front of the house.
        6. Zoning laws tell whether the area is "residential" or "commercial." If commercial, your neighbors could run a restaurant out of their home.
        7. Pay special attention to the roof, plumbing, wiring, and drainage.
        8. Ask to have the heater and air conditioner turned on to see if they work.
        9. Find out which items such as appliances are included in the price of the house. Make sure they work.
    - b. The deposit receipt
    - 1. If you make a deposit, you should receive a paper saying you have paid money or part of a down-payment on the house.
        - a. This is also known as a purchase and sale agreement, bid, binder, offer-to-buy, or memo.
        - b. You have agreed to buy the house as the receipt says you will. You cannot cancel out, unless the receipt says so and for what reasons.
        - c. It's good to put a statement in the receipt that you may cancel if you don't get financing or pending termite inspection, etc.
        - d. The receipt should cover all conditions of the sale.
            1. How much you will pay for the house.
            2. The amount of your deposit and down payment.

    3. How you will pay the down payment and balance.
    4. The length of time you have to buy the house.
    5. Who will hold the deposit and any papers connected with the sale until all arrangements are complete.
    6. A legal description of the property.
    7. Any appliances, etc. included in the sale.

c. Title
  1. The title states your right of ownership of the land and any building or improvements.
  2. You may hold the title by yourself, with your spouse, or someone else as joint tenant or tenant-in-common. Joint tenancy gives the property to your co-owner if you die; with tenancy in common, the property goes to your heirs.
  3. An attorney or real estate agent can explain these to you in more detail.

d. Insurance
  1. You must get title insurance for the agency that lends you the money to buy the house.
    a. If a lawsuit develops over an item covered in the policy, the title insurance company defends you and pays all costs.
    b. The title company report will search the ownership of the property and report whether there are any encumbrances or liens against it.
    c. Charges for title insurance are based on the price of the home.
  2. Hazard insurance
    a. The loan company will require it.
    b. You may pay for it separately or pay the lender to pay for it for you.

e. Inspecting the house
  1. This is not required by law, but many lenders require it.
  2. The seller usually pays. Make sure the deposit receipt says who is responsible.
  3. You may pay to have a licensed contractor inspect the foundation, wiring, plumbing, and roof for needed repairs.

f. Appraisal
  1. This is required before you can get financing.
  2. It tells you and the lender the "fair market value" of the house.
  3. Usually, the lender arranges for the appraisal; you pay for it.

g. Getting the loan
  1. You may apply through a bank, savings and loan association, insurance company, credit union, or other lender.
  2. The lender accepting your application must give you its best estimation of closing costs.
  3. The loan may be "federally insured" or "conventional."
    a. VA and FHA loans (federal) have lower interest rates.

        1. However, not everyone can qualify.
        2. You may have to pay more points than equals 1% of the loan amount.
    b. There are higher down payments (20%) and higher interest rates with conventional loans.
4. Creative financing:
    a. The buyer pays a lower rate of interest at the beginning of the loan, and a higher rate later, or may have to pay off the loan in a shorter time.
5. Trust deeds:
    a. The trustee (such as a title company) holds the legal title until you pay off the loan.
    b. If you do not pay on the loan, the trustee can "foreclose"--sell your house.
        1. You must first be told of the sale.
        2. You must have a chance to make up missed payments.
6. Paying off the loan before the due date:
    a. Prepayment penalties (if any) are set at the time you apply for the loan.
    b. The law says there are no penalties on loans of less than $100,000, if paid in full after 5 years.
        1. You may not have to pay with fewer than five years payment on the loan, if your buyer uses the same lender.
7. Interest rates:
    a. Fixed: the rate of interest does not change.
    b. Variable: the amount of interest can go up or down every six months; rates are tied to "bank prime interest rates."
8. Assuming a loan:
    a. Check to see if the present loan on the house has an "acceleration" or "due-on-sale" clause.
        1. If it doesn't and you do take over the loan, you could be charged an "assumption fee."
    b. You will probably need another loan to pay for the rest of the house (the seller paid less than you are paying).
        1. "Wrap around," "piggy back," or "all-inclusive" loans are used for the needed money, and combine the loan you are taking over with a second loan of your own.
9. Escrow:
    a. Your down payment, grant deed, title report, and deposit receipt are held "in escrow" by a third party (title company) until the transaction is complete.
        1. Escrow starts at the time the title report is made and ends with "closing" or "settlement."
        2. At closing, the deed is recorded; papers and the list of closing costs are given to the buyer; the seller is paid for the house.

2. Finding Affordable Housing
    a. To determine whether you should buy or rent:

1. Figure your monthly payment both ways.
2. Add the cost of upkeep and repair.
3. Don't forget property taxes.
4. Deduct income tax savings.
5. Estimate the value increase per year on the property you would buy. (See an appraiser.)
    a. Divide the increase by 12 to get the amount per month.
    b. Deduct from the cost of the monthly payment.
6. Consider alternative investments. (A 1983 U.C. Berkeley study found that on present value basis, the owner of a $120,000 home would be only 14.6% better off than a renter after 10 years, including equity.)
7. Determine your qualifying income. Most lenders will lend up to 2 1/2 times your annual gross income.

b. Federally assisted housing:
    1. CHFA (California Housing Finance Agency)
        a. Created in 1975 to finance housing for low and moderate income persons.
        b. Sells tax-exempt bonds and uses the funds to make loans at below market interest rates to first-time homebuyers of new homes.
        c. Qualifying:
            1. Persons must be first-time homebuyers. This does not apply to loans for homes in "target areas"--defined as economically depressed.
            2. Moderate income (varies by county and household size--$18,900 to $33,750.)
            3. Applicants must be able to make a 5% down payment.
            4. Applicants must have a good credit and employment history.
            5. Applicants can not have previously had a CHFA loan.
        d. Loans are assumable if the new owner and the property meet requirements.
    2. Housing improvement loans:
        a. Call your City Housing Division.
        b. These loans are available to low income owners to provide low-interest loans to correct hazards and to make some general property improvements.
        c. Deferred payment loans:
            1. No payments for 5 years.
            2. Due earlier if the property is sold or the title changes.
    3. Low income rentals:
        a. Information about these is provided by Housing Service Center free of charge. (County Housing Authority)

    b. Periodic lists of available housing are made available.
    c. Most are large apartment complexes.
    d. Many have waiting lists.
  4. Emergency housing:
    a. In Santa Clara County:

Emergency Housing Center	748-8622
Brandon House (women with some children)	258-6146
Casa de Clara (women only)	998-0393
El Zocalo (women with some children)	280-6602
San Jose Rescue Mission (men over 18)	297-8442
Salvation Army Hospitality House (any person over 18)	294-5774
Women's Alliance (battered women & families)	298-3505
Project Help (disabled persons)	251-7330
Senior Help Line (information for seniors)	243-8570

    b. In other counties, call your local Housing Authority.

3. Different Types of Housing
  a. Cooperative apartments:
    1. Each dweller owns a proportion (share) of a nonprofit corporation that owns the building.
    2. The dweller leases the individual unit they live in.
    3. Each dweller pays a portion of monthly maintenance service, taxes, and mortgage for the entire building.
    4. Costs are about 20% less than renting from a private landlord.
    5. A board of directors is elected by the dwellers.
    6. Members can sell their unit when they decide to move, but the co-op members must approve the sale.
  b. Condominiums:
    1. The dweller has the legal title to the apartment they own.
    2. The dweller must arrange to pay their own mortgage and taxes; they make a separate payment for building maintenance and services.
    3. The dweller has joint ownership interest in the common areas and facilities in the building, such as swimming pools and tennis courts.
    4. The owner can refinance, sell, or remodel their own unit.
    5. They do not accept financial responsibility for other people's units.
  c. Townhouses:
    1. These are houses with a front and back yard but with common sidewalls.
    2. Some are sold as condominiums.

    3. One advantage is a savings on construction costs.
    4. One disadvantage may be lack of adequate sound-proofing.
  d. Mobile homes:
    1. These are one of the most popular kinds of low-cost housing in the U.S.
    2. They are taxed as vehicles rather than homes so taxes are less.

In-Class Activities:

1. Go over real estate terms in the Suggested Content section. Have limited-English speaking students make flash cards to study at home.
2. Go over "Estimated Costs" sheet for buying a home. (A sample can be found at the end of this unit.)
3. Explain "Buying or Renting" sheet (end of unit). Have students compare a rental house with a purchase home and then bring the comparison to class for discussion.
4. Ask a real estate agent to come to class to explain the purchase of a home and answer student questions.

Self-Study:

1. Have students prepare a monthly budget, determining how much monthly rental or house payment they can afford. A rule of thumb: go no higher than 25% of your take-home pay, but this depends on other debts.
2. Have students complete the "Buying or Renting" chart at the end of this unit.

Evaluation:

1. For limited-English speaking students, give a vocabulary test on real estate terms. This can be done with a clozure exercise such as the example at the end of this unit.
2. The "Buying or Renting" chart can be graded for completeness.
3. Role-playing or questioning the seller and/or real estate agent about a house for sale can reveal what students understand about the transaction and can often be easier for students who can express themselves verbally, but not in writing.

Resources:

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1430 Howe Avenue
Sacramento, CA 95825

Blueprint For Building Quality (free)
Contractor's State License Board

P.O. Box 26000
Sacramento, CA 95826

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VOICE Bibliography:

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Consumer Handbook To Credit Protection Laws
Consumers: A Personal Planning Reader (For You and Me)
The Contemporary Consumer Series Filmstrips
Decisions For Independent Living
The Expert Consumer: A Complete Handbook
Exploring Living Environments
Finding A Place To Live
Guide to Consumer Services
Housing: One of a Series for Expanded Programs In Consumer Education
How To Live on Nothing
Illinois Vocational Home Economics Curriculum Guide
It's Your Move: A Consumer Education Unit on Real Estate: Teacher's Guide and Key
Looking Ahead
MATCHE: Housing
Money Management Library
Mathematics for the Consumer
The New Consumer Survival Kit
Skills For Consumer Success
There's No Place Like Home
Understanding Consumer Credit Accent Consumer Education

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Buying or Renting: First-year costs

Costs	Sample	Buying Unit A	Renting Unit B
1. Rent/maintenance			
2. Loan payment	$12,139		
3. Heating, utilities	1,800		
4. Insurance	300		
5. Repair and upkeep	1,000		
6. Tax paid directly	2,000		
7. Miscellaneous costs			
8. Income from alternative investment	3,000		
9. Gross cost (total of lines 1-8)	$20,239		
Tax saving			
10. Maintenance deduction (co-ops)			
11. Property-tax deduction (houses and condos)	2,000		
12. Interest on loans	11,990		
13. Total deductions (total of lines 10-12)	$13,990		
14. Gross tax saving	5,596		
15. Tax on alternative income	1,040		
16. Total tax saving (line 14 plus line 15)	$ 6,636		
Net cost			
17. Gross cost (line 9)	20,239		
18. Tax saving (line 16)	6,636		
19. Net cost (line 17 less line 18)	$13,603		

Real Estate Terms

An (___________) is required whether you apply for a (___________) or a (___________) loan. The lender will also require (___________) and (___________) insurance to protect their investment.

It is also sometimes important to find out if an area is zoned for (___________) or (___________) before making a (___________) on the property and signing a (___________).

You can hold (___________) by yourself or with someone else either as a (___________) or (___________); however, the holder of the (___________) can (___________) if you don't make your payments.

If you decide to assume a loan, check to see if there is an (___________) clause on the loan; if there isn't, you can get a (___________) loan to finance the remainder of the price.

The final step in buying a home is (___________) and is done while the sale is in (___________).

Vocabulary: (Place the appropriate word in the blanks above.)

appraisal
bid
closing
commercial
conventional
wrap around

escrow
federally insured
foreclosure
hazard insurance
deposit receipt

tenant in common
title
title insurance
trust deed
joint tenancy

Real Estate Terms

An (appraisal) is required whether you apply for a (conventional) or a (federally insured) loan. The lender will also require (title) and (hazard) insurance to protect their investment.

It is also sometimes important to find out if an area is zoned for (residential) or (commercial) before making a (bid) on the property and signing a (deposit receipt).

You can hold (title) by yourself or with someone else either as (tenant in common) or (joint tenancy); however, the holder of the (trust deed) can (foreclose) if you don't make your payments.

If you decide to assume a loan, check to see if there is an (acceleration) clause on the loan; if there isn't, you can get a (wrap around) loan to finance the remainder of the price.

The final step in buying a home is (closing) and is done while the sale is in (escrow).

Vocabulary: (Place the appropriate word in the blanks above.)

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bid
closing
commercial
trust deed
wrap around

escrow
federally insured
foreclosure
conventional
deposit receipt

tenant in common
title
title insurance
hazard insurance
joint tenancy

TOPIC: HOUSING

Learning Objectives: The student will:

1. Know the procedures involved in purchasing a home: income qualifications, how to obtain a real estate loan, closing costs, and other responsibilities in becoming a home owner.
2. Know options for affordable housing that meet the buyer's financial needs.
3. Know about qualifying for federally assisted housing and housing improvement loans for low-income buyers.

Suggested Content:

1. Purchasing A Home
    a. A house is one of the most complicated and expensive purchases you ever make. Ask a lot of questions when you talk with the seller and/or real estate agent.
        1. Ask to see recent property tax bills.
        2. Look at utility bills for winter and summer. If the house isn't properly insulated, this will be an added cost.
        3. Ask about special assessments for sidewalks, streetlights, etc. These would be added costs.
        4. Is the house hooked to a sewage system? Wired for 220 for major appliances?
        5. If there are easement rights, this means someone has a limited right to use your property. For example, the utility company may have the right to put a power pole in your yard, or the county may have an easement to widen the road in front of the house.
        6. Zoning laws tell whether the area is "residential" or "commercial." If commercial, your neighbors could run a restaurant out of their home.
        7. Pay special attention to the roof, plumbing, wiring, and drainage.
        8. Ask to have the heater and air conditioner turned on to see if they work.
        9. Find out which items such as appliances are included in the price of the house. Make sure they work.
    b. The deposit receipt
    1. If you make a deposit, you should receive a paper saying you have paid money or part of a down-payment on the house.
        a. This is also known as a purchase and sale agreement, bid, binder, offer-to-buy, or memo.
        b. You have agreed to buy the house as the receipt says you will. You cannot cancel out, unless the receipt says so and for what reasons.
        c. It's good to put a statement in the receipt that you may cancel if you don't get financing or pending termite inspection, etc.
        d. The receipt should cover all conditions of the sale.
            1. How much you will pay for the house.
            2. The amount of your deposit and down payment.

        3. How you will pay the down payment and balance.
        4. The length of time you have to buy the house.
        5. Who will hold the deposit and any papers connected with the sale until all arrangements are complete.
        6. A legal description of the property.
        7. Any appliances, etc. included in the sale.

c. Title
    1. The title states your right of ownership of the land and any building or improvements.
    2. You may hold the title by yourself, with your spouse, or someone else as joint tenant or tenant-in-common. Joint tenancy gives the property to your co-owner if you die; with tenancy in common, the property goes to your heirs.
    3. An attorney or real estate agent can explain these to you in more detail.

d. Insurance
    1. You must get title insurance for the agency that lends you the money to buy the house.
        a. If a lawsuit develops over an item covered in the policy, the title insurance company defends you and pays all costs.
        b. The title company report will search the ownership of the property and report whether there are any encumbrances or liens against it.
        c. Charges for title insurance are based on the price of the home.
    2. Hazard insurance
        a. The loan company will require it.
        b. You may pay for it separately or pay the lender to pay for it for you.

e. Inspecting the house
    1. This is not required by law, but many lenders require it.
    2. The seller usually pays. Make sure the deposit receipt says who is responsible.
    3. You may pay to have a licensed contractor inspect the foundation, wiring, plumbing, and roof for needed repairs.

f. Appraisal
    1. This is required before you can get financing.
    2. It tells you and the lender the "fair market value" of the house.
    3. Usually, the lender arranges for the appraisal; you pay for it.

g. Getting the loan
    1. You may apply through a bank, savings and loan association, insurance company, credit union, or other lender.
    2. The lender accepting your application must give you its best estimation of closing costs.
    3. The loan may be "federally insured" or "conventional."
        a. VA and FHA loans (federal) have lower interest rates.

        1. However, not everyone can qualify.
        2. You may have to pay more points than equals 1% of the loan amount.
    b. There are higher down payments (20%) and higher interest rates with conventional loans.
4. Creative financing:
    a. The buyer pays a lower rate of interest at the beginning of the loan, and a higher rate later, or may have to pay off the loan in a shorter time.
5. Trust deeds:
    a. The trustee (such as a title company) holds the legal title until you pay off the loan.
    b. If you do not pay on the loan, the trustee can "foreclose"--sell your house.
        1. You must first be told of the sale.
        2. You must have a chance to make up missed payments.
6. Paying off the loan before the due date:
    a. Prepayment penalties (if any) are set at the time you apply for the loan.
    b. The law says there are no penalties on loans of less than $100,000, if paid in full after 5 years.
        1. You may not have to pay with fewer than five years payment on the loan, if your buyer uses the same lender.
7. Interest rates:
    a. Fixed: the rate of interest does not change.
    b. Variable: the amount of interest can go up or down every six months; rates are tied to "bank prime interest rates."
8. Assuming a loan:
    a. Check to see if the present loan on the house has an "acceleration" or "due-on-sale" clause.
        1. If it doesn't and you do take over the loan, you could be charged an "assumption fee."
    b. You will probably need another loan to pay for the rest of the house (the seller paid less than you are paying).
        1. "Wrap around," "piggy back," or "all-inclusive" loans are used for the needed money, and combine the loan you are taking over with a second loan of your own.
9. Escrow:
    a. Your down payment, grant deed, title report, and deposit receipt are held "in escrow" by a third party (title company) until the transaction is complete.
        1. Escrow starts at the time the title report is made and ends with "closing" or "settlement."
        2. At closing, the deed is recorded; papers and the list of closing costs are given to the buyer; the seller is paid for the house.

2. Finding Affordable Housing
    a. To determine whether you should buy or rent:

1. Figure your monthly payment both ways.
2. Add the cost of upkeep and repair.
3. Don't forget property taxes.
4. Deduct income tax savings.
5. Estimate the value increase per year on the property you would buy. (See an appraiser.)
   a. Divide the increase by 12 to get the amount per month.
   b. Deduct from the cost of the monthly payment.
6. Consider alternative investments. (A 1983 U.C. Berkeley study found that on present value basis, the owner of a $120,000 home would be only 14.6% better off than a renter after 10 years, including equity.)
7. Determine your qualifying income. Most lenders will lend up to 2 1/2 times your annual gross income.

b. Federally assisted housing:
   1. CHFA (California Housing Finance Agency)
      a. Created in 1975 to finance housing for low and moderate income persons.
      b. Sells tax-exempt bonds and uses the funds to make loans at below market interest rates to first-time homebuyers of new homes.
      c. Qualifying:
         1. Persons must be first-time homebuyers. This does not apply to loans for homes in "target areas"--defined as economically depressed.
         2. Moderate income (varies by county and household size--$18,900 to $33,750.)
         3. Applicants must be able to make a 5% down payment.
         4. Applicants must have a good credit and employment history.
         5. Applicants can not have previously had a CHFA loan.
      d. Loans are assumable if the new owner and the property meet requirements.
   2. Housing improvement loans:
      a. Call your City Housing Division.
      b. These loans are available to low income owners to provide low-interest loans to correct hazards and to make some general property improvements.
      c. Deferred payment loans:
         1. No payments for 5 years.
         2. Due earlier if the property is sold or the title changes.
   3. Low income rentals:
      a. Information about these is provided by Housing Service Center free of charge. (County Housing Authority)

        b. Periodic lists of available housing are made available.
        c. Most are large apartment complexes.
        d. Many have waiting lists.
    4. Emergency housing:
        a. In Santa Clara County:

Emergency Housing Center	748-8622
Brandon House (women with some children)	258-6146
Casa de Clara (women only)	998-0393
El Zocalo (women with some children)	280-6602
San Jose Rescue Mission (men over 18)	297-8442
Salvation Army Hospitality House (any person over 18)	294-5774
Women's Alliance (battered women & families)	298-3505
Project Help (disabled persons)	251-7330
Senior Help Line (information for seniors)	243-8570

        b. In other counties, call your local Housing Authority.

3. Different Types of Housing
    a. Cooperative apartments:
        1. Each dweller owns a proportion (share) of a nonprofit corporation that owns the building.
        2. The dweller leases the individual unit they live in.
        3. Each dweller pays a portion of monthly maintenance service, taxes, and mortgage for the entire building.
        4. Costs are about 20% less than renting from a private landlord.
        5. A board of directors is elected by the dwellers.
        6. Members can sell their unit when they decide to move, but the co-op members must approve the sale.
    b. Condominiums:
        1. The dweller has the legal title to the apartment they own.
        2. The dweller must arrange to pay their own mortgage and taxes; they make a separate payment for building maintenance and services.
        3. The dweller has joint ownership interest in the common areas and facilities in the building, such as swimming pools and tennis courts.
        4. The owner can refinance, sell, or remodel their own unit.
        5. They do not accept financial responsibility for other people's units.
    c. Townhouses:
        1. These are houses with a front and back yard but with common sidewalls.
        2. Some are sold as condominiums.

3. One advantage is a savings on construction costs.
4. One disadvantage may be lack of adequate sound-proofing.

d. Mobile homes:

1. These are one of the most popular kinds of low-cost housing in the U.S.
2. They are taxed as vehicles rather than homes so taxes are less.

In-Class Activities:

1. Go over real estate terms in the Suggested Content section. Have limited-English speaking students make flash cards to study at home.
2. Go over "Estimated Costs" sheet for buying a home. (A sample can be found at the end of this unit.)
3. Explain "Buying or Renting" sheet (end of unit). Have students compare a rental house with a purchase home and then bring the comparison to class for discussion.
4. Ask a real estate agent to come to class to explain the purchase of a home and answer student questions.

Self-Study:

1. Have students prepare a monthly budget, determining how much monthly rental or house payment they can afford. A rule of thumb: go no higher than 25% of your take-home pay, but this depends on other debts.
2. Have students complete the "Buying or Renting" chart at the end of this unit.

Evaluation:

1. For limited-English speaking students, give a vocabulary test on real estate terms. This can be done with a clozure exercise such as the example at the end of this unit.
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If you decide to assume a loan, check to see if there is an (__________) clause on the loan; if there isn't, you can get a (__________) loan to finance the remainder of the price.

The final step in buying a home is (__________) and is done while the sale is in (__________).

Vocabulary: (Place the appropriate word in the blanks above.)

appraisal
bid
closing
commercial
conventional
wrap around

escrow
federally insured
foreclosure
hazard insurance
deposit receipt

tenant in common
title
title insurance
trust deed
joint tenancy

Real Estate Terms

An (appraisal) is required whether you apply for a (conventional) or a (federally insured) loan. The lender will also require (title) and (hazard) insurance to protect their investment.

It is also sometimes important to find out if an area is zoned for (residential) or (commercial) before making a (bid) on the property and signing a (deposit receipt).

You can hold (title) by yourself or with someone else either as (tenant in common) or (joint tenancy); however, the holder of the (trust deed) can (foreclose) if you don't make your payments.

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THE PRECEDING RESOURCES ARE FROM VOICE
(VOCATIONAL & OCCUPATIONAL INFORMATION CENTER FOR EDUCATORS)

HOW THE VOICE SYSTEM WORKS

Fill out the Borrower Request Form designed to provide VOICE with complete information regarding your resource needs. When your request is received, the VOICE data base is searched, producing a computer printout listing abstracts of the resources that meet your particular needs.

At the VOICE staff's discretion, you will receive either a printout of available materials or the actual materials. From a printout, you may select the resources you want to borrow from VOICE. However, in some instances, it is to your advantage to allow VOICE to select materials for you.

VOICE materials are loaned for a three-week period. You may extend the loan period of the materials by calling VOICE at (916) 445-0401. To obtain further information, you may write, call, or visit the Center. VOICE services are free of charge to you. The only cost you may incur is for the return of loan materials to the Center. A mailing label will be included for your use in returning materials.

HOW TO REQUEST INFORMATION

Copy the master Borrower Request Form and retain the master for future se.

Fill out the Request Form. Submit one search request per form.

Request information in one of the two following ways:

1. Provide VOICE with a written description of your resource needs. List from one to five descriptors relating to the type of information you need. Use the enclosed VOICE descriptors.

   or

2. Specify a particular document by the VOICE item number, title, and/or author. If you have had previous access to the VOICE system, and you know the VOICE item number for a document, you may request that document by listing the item number in Section 2 of the form.

   Or , if you know the title and author of a specific document you would like to borrow, list them in Section 2 of the form.

   You may request up to three items at one time.

Please mail your request to VOICE,
721 Capitol Mall, Sacramento, CA 95814

TOPIC: INCOME TAXES

Learning Objectives: The student will:

1. Know why we pay taxes, what tax money is used for, and how tax rates affect persons at different income levels.
2. Know what records to keep for tax form preparation.
3. Know where to go for help with income tax form preparation.
4. Know which tax filing form to use.

Suggested Content:

1. Why We Pay Taxes and What Determines the Amount Owed
   a. Personal income taxes generate almost 45% of all taxes collected by the government; property taxes generate most of the government income.
   b. Government goods and services provide society with a court system, police, firefighers, public schools, public libraries, and many other programs.
   c. At this point in time, the personal income tax system in the U.S. is of the progressive kind:
      1. The more you earn, the more you pay in taxes. With higher income levels, the precentage taken out of each additional dollar rises. (e.g., the first $100 of income is taxed at 10%, the next $100 at 20%, the third at 30%.)
2. Keeping Records for Income Tax Reporting
   a. If the IRS conducts a tax audit and you cannot adequately substantiate the deductions you have taken on your tax returns, they will be disallowed and you may have to pay a penalty or interest on the taxes that are now overdue.
   b. You have to keep supporting documents for at least three years after the date your return was filed, or at least three years from the date your tax was paid, whichever occurred later.
      1. It is a good idea to keep them longer, although they cannot legally be subpoenaed by the IRS after three years, unless fraud is involved.
   c. A good rule to remember is: when in doubt, keep a record.
   d. You should have records for all medical expenses, business expenses, for all taxes paid--everything that could possibly be used to reduce your tax burden.
      1. Write checks and keep a diary of your expenses.
      2. Keep records regularly, such as every month when you go through your check stubs to balance your bank statement.
      3. Separate checks into individual envelopes, marked business expenses, telephone, medical expenses, and so on.
      4. If you can prove you used part of your home as a place of business, you must keep records on your house: rental or mortgage payment, heating bills, light bills, telephone bills, electricity bills.

- e. Here are some other pointers that are helpful for keeping records for preparing income tax returns:
    1. Always identify your source of income.
    2. Keep adequate records in order to take advantage of capital gains and loss provisions which would apply to purchase and sale of any asset such as stocks and bonds.
    3. Make sure you explain to youself on a piece of paper all of the items reported in an income tax return so that you will be ready in case of an audit.
    4. You must keep records indefinitely on the purchase, sale, and expenses of remodeling a home. Eventually, you may have to pay capital gains taxes when you sell a house if you don't buy a new one. In order to reduce those capital gains taxes, you must be able to prove that you spent money in remodeling or making additions to your house.
    5. Retain copies of your filed tax returns as part of your records. They can help you in preparing future returns, particularly if you use income averaging, a method which can reduce your taxes.

3. Where to Go For Answers and Help With Your Tax Return
    - a. If you are uncertain about the acceptability of a deduction, you can call the IRS. They have people working full time to answer phones and interpret tax requirements.
        1. You can call your local IRS and have many of the free booklets sent to you explaining all the facets of the tax system. For small fees, you can have some of the more complete tax guides written by the IRS sent to you directly.
        2. Whenever you are concerned about the legitimacy of a deduction, it is best to decide in your favor, for it is generally a matter of interpretation by the IRS agent who might audit your returns. His or her interpretation might be the same as your own.
    - b. If you do not think that you have many deductions, it is generally not worth your time to file a "long form" (1040) for deductions. Use the "short form" (1040A or 1040EZ). That way you don't have to keep records except on the income you made.
    - c. As a basic reference for doing your own taxes, it would be useful to obtain one of the better-known tax guides, such as Lasser's Tax Guide, or H & R Block's Income Tax Workbook. At the first of the year, a number of these tax guides become available in most bookstores.
    - d. If you have complicated tax problems, it is best to get a certified public accountant and/or advice of a tax lawyer. However, good tax advice does not come cheap.

4. Choosing the Correct Tax Filing Form
    - a. File 1040EZ if:
        1. You are single.
        2. You have only one personal exemption--for yourself.
        3. Your taxable income is less than $50,000.
        4. Your interest income is about $400 or less.

        5. Your income is from wages, salaries, or tips only.
        6. You have no adjustments to your income.
        7. You have no other taxes.
        8. You have no itemized deductions.
   b. File from 1040A if:
        1. Your taxable income is less than $50,000.
        2. You have no itemized deductions (except 1/2 of the amount given to charitable organizations).
        3. Only advance earned income credit payments can be deducted as other taxes.
        4. The only tax credits are for partial political contributions, credit for child and dependent care expenses, earned income credit.
        5. Your only adjustments to your income are for a married couple when both work and make IRA contributions.
        6. You wages are from salaries, tips, interest, dividends and unemployment compensation.
   c. File form 1040 if:
        1. You itemize your deductions.
        2. You have lost of tax credits, adjustments to income, taxes, income from a variety of sources.
   d. IRS recommends that you itemize your deductions if:
        1. You are single or a Head of Household with itemized deductions of more than $2,390 (at present).
        2. You are married, filing jointly, a qualifying widow(er) with dependent child and your itemized deductions are more than $3,540 (at present).
        3. You are married, filing separately, and your itemized deductions are more than $1,770 (at present).

In-Class Activities:

1. Go over current state and federal tax forms. (Have a representative from the IRS come in, if you don't feel comfortable with this. You may also be able to find a tax-preparer to do this, too, if they think there may be business from their visit.)
2. Demonstrate a record-keeping system for saving tax information during the year. Have students set up their own system at home.
3. Have students compute their tax bracket. (They should complete the Self-Study assignment to determine their estimated income and deductions.)

Self-Study:

1. Have students set up record-keeping systems and make brief reports to be handed in.
2. Have students estimate their income and deductions for the current year and bring to class to determine their tax bracket.
3. Have students prepare a list of strategies to lower their taxes and hand in for checking.

Evaluation:

1. The Self-Study exercises can be graded for completeness.
2. Have students fill out the "short" form for hypothetical persons and situations. The "long" form can be used for more advanced students.
3. True-false, multiple choice questions can test comprehension of allowable deductions, choosing tax forms, etc.

Resources:

Pamphlets:

Get the current tax forms from:
Department of the Treasury
Internal Revenue Service
P.O. Box 6950
Florence, Kentucky 41042
(These can also be found at your local IRS and at banks and post offices during the filing season.)

Forms and Instructions for the State of California can also be found at banks and post offices or at your local Franchise Tax Board office.

VOICE Bibliography:

Consumer Mathematics Curriculum Guide
Consumers: A Personal Planning Reader (For You and Me)
The Consumer's World: Economic Issues and Money Management
Guide To Consumer Services
Mathematics for the Consumer
Rhode Island Consuemr Education Curriculum Guide
Theory and Problems of Personal Finance and Consumer Economics
Who's Getting Your Money

VESL Bibliography:

Clews, Vince and Tana Reiff. That's Life.
Husak, Glen, Patricia Pahre and Jane Stewart. "The Work Series."

TOPIC: INSURANCE

Learning Objectives: The student will:

1. Know what the different types of life insurance are and be able to select the type that meets specific needs.
2. Know about the different health insurance plans available.
3. Know what is covered with homeowner's and renter's insurance.
4. Know the requirements for auto insurance and other related financial responsibilities.
5. Know the eligibility requirements for unemployment insurance and other federal benefit programs such as S.S.I. and Social Security.

Suggested Content:

1. Life Insurance
    - a. Consider some form of coverage if your death would cause financial hardship for your survivors.
    - b. A small amount is needed to cover funeral costs.
    - c. Being overinsured is just as bad as not having enough life insurance.
    - d. Before buying life insurance, find out what you have already.
        1. You may have a policy through your job.
        2. A basic policy obtained on your own is needed if you become unemployed.
    - e. Types of life insurance:
        1. Term Insurance:
            - a. Term is the only type that is insurance only.
            - b. You can't borrow on it.
            - c. It doesn't pay cash dividends.
            - d. It doesn't have a cash value if you turn the policy in.
            - e. Unless the policy is renewable, you have to take a physical exam before buying a new policy.
            - f. The cost is less when you are young and need more coverage.
        2. Whole or Straight Life:
            - a. These types are profitable to the insurance company.
            - b. These policies have a cash value that can be collected if you cancel.
            - c. Premiums are the same amount every year.
            - d. The coverage contines unless you cancel.
            - e. If you die, the beneficiary receives the face value of the policy, but not the savings accrued as a part of the policy benefit.
            - f. You could save more money by investing the premiums where they would earn interest.
        3. Endowment Insurance:
            - a. This the the most expensive form.
            - b. You pay high premiums for a limited time.
            - c. Coverage is for life.

    - d. Money is paid at your death to your beneficiary.
  - 4. Life Insurance Tips:
    - a. Buy term insurance that is renewable, without a medical exam requirement.
    - b. Buy term insurance that can be coverted to a whole life policy without a physical.
    - c. Even though premiums for "participating" policies are higher than "nonparticipating," dividends are paid to you from time to time.
    - d. If you borrow on your policy, you still have to repay the loan with interest.
    - e. "Double indemnity" policies pay twice the value if you die accidentally (not likely, unless you have a high risk life style) and the premiums are a lot higher.
- 2. Health Insurance
  - a. Hospital/Medical/Surgical
    - 1. This type covers all or a portion of room charges, doctor's fees, and most services in the hospital.
    - 2. Office visits and house calls are usually not covered.
  - b. Major Medical
    - 1. This type picks up where the basic coverage ends.
    - 2. It can cover the cost of drugs, blood, and therapy.
    - 3. It usually has a deductible. You pay the first $100, $200, $500, etc.
  - c. Comprehensive Health Coverage
    - 1. This type combines Hospital/Medical/Surgical with Major Medical.
    - 2. Most group plans (coverage at your work) are this type.
  - d. Supplemental Coverage
    - 1. This is used to cover costs not covered by other policies, such as for extensive illness.
    - 2. It fills in gaps for Medicare.
  - e. Medicare
    - 1. For people over 65, or any age with permanent kidney failure, and certain disabled people.
      - a. Under certain conditions, your dependents may be eligible for hospital insurance at age 65.
      - b. Disabled widows and widowers under 65 and disabled children 18 or older may be eligible.
    - 2. Hospital and Medical Insurance
      - a. Hospital insurance helps pay for up to 90 days in the hospital.
      - b. If you need more days, you can use some or all of your 60 nonrenewable "reserve days."
      - c. It pays for up to 100 days in an inpatient skilled nursing facility under certain conditions.
      - d. Under some conditions, it pays for hospice care for the terminally ill.
      - e. Medical insurance helps pay for (80% of bill) doctors and other medical services not covered under hospital insurance, after the patient pays the yearly deductible (under $100).

        3. Medicare does not pay for:
            a. dentures and routine dental care.
            b. eyeglasses.
            c. hearing aids and exams.
            d. meals delivered to the home.
            e. a private duty nurse.
            f. a private room.
            g. routine physicals.

3. Homeowner's and Renter's Insurance
    a. These policies cover your house, garage, and other additions.
        1. You should insure for at least 80% of the replacement cost.
        2. Only insure against accidents and losses that would be a financial hardship.
    b. They cover personal belongings even if lost away from home.
    c. Types of homeowner's insurance:
        1. Basic Form:
            a. This is the least expensive type.
            b. It protects against damage from fire, lightning, explosion, riots, hail and windstorm, smoke, damage by vehicles, aircraft, theft, malicious mischief and vandalism, glass falling from buildings, loss of property removed because of fire or other damages.
        2. Broad Form:
            a. This combines the Basic Form with protection against damage from falling object; weight of ice, sleet, snow; collapse of buildings; water and steam system damage; electrical equipment damage; freezing of plumbing, heating, and air conditioning systems.
        3. Contents Broad Form:
            a. This is similar to Broad Form, but only covers contents of the dwelling.
            b. This would be the type for renters.
        4. Comprehensive Form (All-Risk):
            a. This provides all the coverage in the Broad Form and the Basic Form.
            b. In addition, all other accidents are covered, except earthquake, landslide, flood, surface water, waves and tidal water, sewer backups, seepage, war and nuclear radiation
        5. Special Form:
            a. This provides comprehensive coverage on the house; Broad Form on your personal property.
    d. Personal Liability Insurance:
        1. This policy protects you and your family if you are responsible for the injuries of another person(s), either at your home or away.
        2. It covers medical payments to others, damage to their property, and personal liability, if you are sued for damages.

- e. Renter's Insurance:
    1. It is inexpensive.
    2. It should be used to cover belongings in or on rental property.
    3. The owner of the property insures the property, but not the renter's possessions.
    4. Coverage includes loss from situations covered in the homeowner's policy and personal liability.

4. Automobile Insurance
    - a. Under California law, every auto driver must keep proof of finanical responsibility in the car.
    - b. The requirement can be met by buying an auto insurance liability coverage or surety bond or depositing cash of up to $35,000 with the DMV.
    - c. Types of auto insurance:
        1. Liability:
            - a. The minimum coverage = 15/30/5, $15,000 to pay the injured person's claims; $30,000 total paid in a single accident to injured parties; $5,000 maximum paid for property damage.
            - b. Even if you are not responsible for the accident, you may need money to pay the lawyer's fees. Liability insurance covers this.
        2. Comprehensive:
            - a. This type covers damages to the car not caused by a collision or by mechanical problems.
            - b. Protected from damages by: falling objects, vandalism, fire, riot, theft, water, animal collision, glass breakage, earthquake, and other causes.
        3. Collision:
            - a. This type covers damages to your car.
            - b. Payment is made regardless of who is at fault.
            - c. This policy usually has a deductible of $50, $100, or $200.
        4. Uninsured Motorist:
            - a. This covers you when you've been involved in an accident with an uninsured driver.
            - b. It covers hit and run accidents.
            - c. It does not cover property damage; only personal injury.
        5. Medical Payments:
            - a. These are written in $1,000 to $5,000 increments.
            - b. It pays for medical expenses for you and your passengers.
    - d. The cost of the policy is determined by:
        1. Sex and Age:
            - a. Males under 25 are the highest risk.
            - b. A married woman's policy is based on the driving record of the most hazardous person (herself or her husband).
        2. Driving record:
            - a. This is based on a three to five year period.
            - b. Accidents or moving violations increase the cost.

    3. Use of the car:
        a. Is it used for pleasure, or for work?
        b. How many miles is it driven yearly?
    4. Residence:
        a. Rates for comprehensive vary according to the area crime rate.
        b. Rates for big cities are higher.
    5. Type of car:
        a. Premiums for sports cars and newer cars are higher.
    6. Number of drivers in the household:
        a. Multiple discounts are available.

5. Unemployment Insurance:
    a. This is only for those who have been previously employed because both employer and employee pay money monthly to Social Security.
    b. You qualify if you are:
        1. Unemployed totally or partially and have been laid off, fired for other than misconduct, or quit with good cause.
        2. Physically able to work.
        3. Willing and able to accept suitable employment.
        4. Actively looking for work.
        5. Have earned enough money within the "base" period (at least $750 in the 12 month period before unemployment).
    c. You don't qualify if:
        1. You were fired for misconduct.
        2. You quit for reasons other than verified health problems or pregnancy. You must ask for a leave of absence first.
    d. You do not have to accept work if:
        1. You would be required to join a union or leave your union.
        2. The wages are substantially lower than the going rate for that type work.
        3. The position lacks adequate benefits.

6. Supplemental Security Income (SSI)
    a. It is administered by Social Security, but not the same as Social Security.
    b. It is a separate program that pays monthly checks to people in financial need 65 or older, or any age if blind or disabled.
    c. You don't have to be eligible for Social Security to get S.S.I.
    d. People who get Social Security can also get S.S.I.
    e. You qualify for S.S.I. if:
        1. You have no income other than Social Security.
        2. You receive no support or maintenance. (Any support will reduce your payments.)
        3. You are a U.S. citizen, permanent resident alien, or refugee.
    f. Apply at your local Social Security Office.

7. Social Security
    a. This provides continuing income to you and your family when your earnings stop or are reduced by retirement, disability, or death.
    b. Get a Social Security card from your local Social Security Office.
        1. Your Social Security number keeps a record of your earnings.
        2. Show your card to your employer when you begin work.
    c. Benefits:
        1. Begin at age 62.
        2. Widows and widowers can apply the month of death of the spouse.
        3. Workers disabled before 65 can get disability checks.
        4. Payments can also be made to these family members of a retired, disabled, or deceased Social Security member:
            a. Unmarried children under 18.
            b. Persons severely permanently disabled before age 22.
            c. Spouse 62 or older.
            d. Spouse under 62, if caring for children under 16 or disabled and getting benefits.
            e. Parent of deceased, if caring for deceased's child who is under 16 or disabled.
            f. Dependent parents 62 or over.

In-Class Activities:

1. Invite an insurance agent to class to discuss the different kinds of insurance and answer student questions.
2. For limited-English speaking and other students, list insurance terms on the board, with brief explanations. Have students make flash cards for vocabulary study.

Self-Study:

1. Have students complete the insurance checklist.
2. Then have them contact at least two insurance companies and get estimates on cost of insurance for life, auto, health, and homeowner's or renter's insurance. They should write the results in the form of a report, to be handed in for checking.
3. For students who have been employed and have paid into Social Security, have them contact their local office and fill out a form requesting a listing of their contributions. (It takes about a month to get an itemized list.)

Evaluation:

1. Give a vocabulary test on insurance terms.
2. Grade insurance comparison reports.
3. Test with objective and short answer questions for students with moderate to good language skills.

Insurance Terms

Beneficiary - Person to receive the list insurance death payment.

Cash Value - Money on a life insurance policy that builds up and can be cahsed in at termination of the policy.

Convertible - This policy can be changed from one type to another.

Deductible - The amount of damages you must pay before the insurance pays.

Dependents - People for whom you are responsible.

Dividend - A payment made to you if you have a participating policy and there are profits.

Double Indemnity - Policy pays twice the face value if death is accidental.

Endowment Insurance - High premiums for a limited time.

Liability - responsibility.

INSURANCE QUESTIONNAIRE

How much insurance do you need to avoid serious financial problems?

How will your dependents be able to provide for themselves if you die?

How old are these dependents and how long do they need your support?

Will the non-breadwinner be able to return to work? How much can that person earn?

What is your saving plan?

What coverage do you have now? What additional coverage do you need?

	Life	Health	Home	Auto
Coverage Now				
Additional Coverage				

Resources:

Pamphlets:

A Brief Explanation of Medicare
How To Fill Out a Medicare Claim Form
If You Become Disabled
A Guide to Supplemental Security Income
A Woman's Guide to Social Security
Applying for a Social Security Number
Your Social Security
Your Right to Question the Decision Made on Your SSI Claim
U.S. Department of Health & Human Services
Social Security Administration

Information on Supplemental Security Income
Public Assistance & Federal Benefits for Aliens
SSI Overpayments: What You Should Know
Unemployment Insurance
Asian Law Alliance
184 E. Jackson Street
San Jose, CA 95112
(408) 287-9710

VOICE Bibliography:

The Compleat California Consumer Catologue
Consumer Education for Families With Limited Incomes--Includes Spanish Supplement
Consumer Education in Practice
Consumer Filmstrip Series
Consumer Mathematics Curriculum Guide
Consumer Power: Classroom Strategies for Consumer Education
Consumer Skills
Decisions for Independent Living
Exploring the Marketplace--Your First Car: Buying It and Keeping it Running
The Product Liability Controversy: A Handbook For Consumers
Life Insurance Teacher's Kit
The New Consumer Survival Kit
Skills for Consumer Success
Theory and Problems of Personal Finance and Consumer Economics

VESL Bibliography:

Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series."
State University of New York. "English for Living Modules."

Finding Housing
Using Transportation
Using Community Resources
Resources for Lifelong Learning
The Law and You
The Government and You
Becoming a U.S. Citizen
Finding Work
Job Interviews
Keeping a Job
Getting Medical Assistance
Family Planning
Child Care

This series is now distributed by: Cambridge: The Adult Education Company, 888 Seventh Avenue, New York, New York 10106.

Survival Skills; English; Intermediate

Grebel, Rosemary and Rhyllis Pogrund. Becoming a Driver. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1981.

Designed for the adult learner, this booklet teaches students the necessary steps in learning how to drive a car and includes information about having an accident and servicing a car.

Survival Skills; English; Intermediate

Gundlach, Patricia Parrot and Keenan Colton Kelsey. Using the Phone Book. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1980.

Designed for adult learners, this booklet gives students useful suggestions on how to use the phone book. Topics covered include the white pages, alphabetical listings, clues for finding numbers, government numbers, and the yellow pages and how to use them. The final section deals with other information available in the phone book-- the index, time, weather, information, survival guide, area code maps, transportation routes, and emergency numbers.

Survival Skills; English High Intermediate

Hall, Eugene J. People Talking: Dialogues for High Intermediate and Advanced Students. New York: Minerva, 1980.

"Students are presented with 25 universal situations--a job interview, making airplane reservations, keeping in shape, and so on. Important new vocabulary items are taught and then embedded in realistic dialogues. Questions for comprehension and then free discussion are followed by alternate ways to say things. Such immersion into the situation prepares students linguistically for coping linguistically with similar experiences in the real world."

Husak, Glen, Patricia Pahre, and Jane Stewart. "The Work Series." Sewickley, Pennsylvania: Hopewell Books, Inc., 1978.

This series consists of eight booklets and a teacher's manual, and is designed to help students find and keep a job and function properly in a working environment. Included in the titles are:

Work Rules
Payroll Deduction and Company Benefits
Where to Get Help
Taxes
Getting to Work
Job Training Centers
How to Find a Job
How I Should Act at Work

Extremely useful are the many illustrations and pictures. Though not designed specifically for ESL students, these booklets are ideally suited to teaching ESL students.

Survival Skills; English; Beginning

Indochinese Cultural and Service Center. Preliminary Curriculum Guide: Survival Skills, Literacy Training, Vocational Awareness. Portland, Oregon: Indochinese Cultural and Service Center, unable to verify date of publication.

This guide gives learning objectives to literate and non-literate Indochinese refugees who must acquire a new set of language skills and cultural information. The guide also gives instructional information to teachers.

Consumer Education; English/Cambodian; Bilingual

Jacobson, Becky and Marlene Howell. "Hospital Admissions Procedures and Nursing Assessment," no other information given.

This booklet contains information pertaining to hospital admission procedures and for a nursing assessment. It is available from:

Indochinese Materials Center
U.S. Department of Education
324 East 11th Street, 9th Floor
Kansas City, Missouri 94106

Survival Skills; English; Intermediate

Jew, Wing and Carol Tandy. Using the Want Ads. Janus Survival Guides Series. Hayward, California: Janus Book Publishers, 1977.

Designed for adult learners, this reference guide helps students use the want ads. Contents of the units include: what are want ads?, finding want ads, letting the alphabet help, looking for a job, looking for an apartment, looking for wheels, writing want ads.

TOPIC: LEISURE, RECREATION, TRAVEL

Learning Objectives: The student will:

1. Know where to find leisure, recreation, and travel activities to fit a budget and at the lowest comparative cost,
2. Know what community resources are available for low cost.
3. Know how to avoid leisure activity consumer fraud.

Suggested Content:

1. Increased Leisure Time
    a. An average American works 240 days per year. This leaves approximately 18 weeks per year of non-employment days.
    b. Expanded vacation opportunities have led to an increase in the sale of recreational vehicles.
        1. RV's are left idle most of the time, because they are too large to be used as a second car.
        2. Depreciation equals 25% during the first year of ownership.
        3. Consider other ways of investing the money. Unless you pay cash, there's interest on the RV loan and even if cash is paid, that money could be earning interest.
        4. Consider renting an RV for a week or two. Even at $500 a week, it's cheaper than owning one, unless you rent yours out.
2. Recreational Activities
    a. Consider your interests.
    b. Consider the climate.
    c. Consider your physical condition/capabilities.
    d. Types of activities:
        1. For fitness: badmitton, bicycling, bowling, calisthentics, hockey, running, skating, skiing, softball, swimming, tennis, and volleyball.
        2. For being outdoors: birdwatching, boating, camping, fishing, gardening, hiking, hunting, and picnics.
        3. Creative activities: acting, dancing, jewelry-making, music, needlework, painting, pottery, refinishing furniture and houses, sewing, singing, writing.
        4. Indoor activities: collecting stamps, shells, or antiques, gourmet cooking, reading, indoor gardening.
3. Where to Find Inexpensive Sources of Recreation
    a. Local YMCA and YWCA offer classes and activities:
        1. Health and fitness classes.
        2. Crafts.
        3. Recreational sports activities.
    b. Local community colleges and universities:
        1. Call the Department of Community Services for short-term, non-credit classes offered in a wide variety of areas.
    c. Local Adult Education Departments offer recreation as well as basic subjects/skills classes.
    d. Go to your local United Way office and purchase a Directory of Human Services for your county.

        1. This directory identifies community resources.
        2. It lists non-profit and public organizations with established human service programs financed by established human service programs financed by government, community drives, donations, and fees.

4. Before Purchasing Equipment for a Recreational Activity:
    a. Talk with instructors of classes, friends, and people who know the activity.
    b. Rent or buy used or less expensive equipment until you decide you like and want to commit time to the activity.
        a. By renting different brands, you can better decide what you want to purchase.
        b. Use your yellow pages in the phone directory to find sporting goods stores, etc.
5. What to Know About Travel Promoters:
    a. They arrange for air or sea transportation and other related services.
    b. When shopping for a tour consider:
        1. The class of passage and the accommodations.
        2. The amount of time in each location.
        3. The number of free days, if any.
        4. The number of meals included each day.
        5. The number and ages of the tour participants.
    c. Don't be pressured into signing "applications" that are actually contracts.
    d. California law requires travel promoters to give you information on:
        1. Their name, address, and phone number.
        2. The date, amount, and purpose of payments made and an itemized statement of the balance due.
        3. The location and number of the trust account or alternate bond required by law. Promoters are required to deposit 90% of the funds into trust accounts until monies are paid to service providers.
        4. The name of the carrier contracted with and the date, time, and place of each departure.
        5. The condtions of cancellation between promoter and customer.
        6. The conditions of cancellation between the carrier and the promoter.
        7. A statement that if the trip is cancelled through no fault of the customer, the promoter msut return all the money for services not performed.
        8. If you pay in full, the promoter is required to give a voucher if you request it.
6. Air Travel
    a. A 1978 Airline Deregulation Act has made many changes in the airline industry.
    b. Enormous price differences can occur in types of flights and fares you will find.
    c. Excursion fares are cheaper.
        1. By flying at night or on weekdays and by spending a certain number of days at your destination, you can qualify.

    2. Pay ahead of time for the discount.
d. Airlines are required to publish direct fares in a tariff book, which they must show you on request.
e. Airlines also have a second tariff book which shows joint fares (when two or more airlines are necessary to get a passenger to a destination).
    1. The cost of a published "joint fare" is always less than the combined price of two individual legs of the trip.
    2. The joint fare is determined by adding up the point-to-point fare and subtracting a terminal charge (about $25).
    3. Or, you may be charged the cost of going to a larger city just beyond your destination. They can't charge you more than this "point beyond" destination.
f. When you have a reservation, but the airline has oversold tickets, you can be "bumped" from the flight. The airline will first ask for volunteers to take another flight:
    1. Volunteers are usually compensated--maybe with a free flight or a flight discount, etc.
    2. If you can rearrange your destination time, being voluntarily bumped can save you money.
    3. If there are no volunteers and you are involuntarily bumped, the airline must pay you the fare to your destination, but not less than $37.50 or more than $200. If the airline cannot get you to your destination within two hours of your scheduled arrival (4 hours for international travel), you must be given at least $75 and no more than $400 compensation.
    4. You are entitled to this compensation even though you did not accept it at the time of bumping.
        a. If you think your damages are more than the amount allowed for compensation, you might want to consider a lawsuit.
        b. Keep the compensation check until you get legal advice; it is valid for 30 days.
g. Denied boarding compensation is available only if:
    1. You had a "confirmed" reservation or met the airline's deadline for ticket purchase.
    2. You checked in at least ten minutes prior to boarding time.
    3. The airline had to substitute a smaller plane for mechanical reasons.
    4. You were bumped to accomodate government travelers or emergency official business.
h. Lost or damaged luggage:
    1. Airline liability on baggage is $750 and you are reimbursed for the depreciated value of your goods (determined by the airlines).
    2. If you think your baggage is worth more, buy "excess valuation" from the airlines when you check in, which cost 10c/$100.
    3. You must be able to show the value of your possessions.

        4. The airlines will usually pay for repair of damaged luggage.
        5. If your luggage is delayed, the airlines will usually pay reasonable expenses incurred during the search, such as cost of purchasing clothes or other items needed while traveling.
    i. If you have problems on a flight, complain immediately.
        a. If these are not resolved, write the airline president.
        b. Send a copy of your complaint to:

Civil Aeronautics Board
P.O. Box 92007
Los Angeles, CA 90009

7. Dance Studios
    a. Every contract must be in writing.
    b. The contract can't require payment of more than $2,500.
    c. The contract can't require payments for more than two years from the signing. "Lifetime" contracts are prohibited.
    d. Lessons must begin within 12 months from the date of signing.
    e. You may cancel the contract up to 180 days after signing.
        1. Put your request in writing.
        2. You should receive all money back for lessons not received, with the exception of 10% of the unpaid balance due on the contract.
    f. The contract must state the hourly rate for each type lesson.
    g. If you die, heirs can't be held responsible for paying for lessons not received.
    h. If you become disabled, you only have to pay for lessons received.
    i. Contracts based on false or misleading information or advertisements can't be enforced.
    j. Studios requiring advance payment of $50 in a 30-day period must state in the contract that the studio is bonded.
    k. If you have a problem contact:
        1. Local Department of Consumer Affairs.
        2. Attorney General's Office.
        3. District Attorney's Office.
8. Health Spas
    a. California law requires that any health studio contract that does not comply with the following conditions can't be enforced:
        1. A written copy of the contract must be given to the consumer.
        2. The contract can't require payments for more than two years after it is signed; "lifetime" contracts are not valid.
        3. The contract can't require payments of more than $500.
        4. Services must start within six months of signing.
        5. The contract must contain a clause that if you die or become disabled, neither you nor your estate has to pay the balance.

   b. If the health spa is guilty of false advertising in the media, a brochure, or in an interview, you may be able to legally break the contract.
   c. Spas can't use "before" and "after" photographs unless the models attended the spa and lost their weight or made changes through the facilities.
9. Vacation Certificates
   a. Often these are offered during prime spring and summer vacation times.
   b. Certificates are promotional devices of third parties who sell by telling consumers "they have been selected."
   c. The consumer is told he's only paying a "service charge."
   d. Certificates are either directly delivered to your home or through direct mail.
   e. What look like good accommodations in the promotional materials turn out to be third class hotels.
   f. Certificates are usually valid for only a limited time.
   g. California law requires that any business involved in mail order must deliver your goods within six weeks or return the money.
   h. If the mail was used to advertise the certificate, or you sent money through the mail, you can complain to the U.S. Postal Service, who will then forward your complaint to the Postal Inspector.
   i. Certificates that don't accurately represent the offer can be reported to your District Attorney or the California Attorney General.

In-Class Activities:

1. Bring in class schedules and information about community recreation and leisure programs from the YWCA, YMCA, local community college Community Services Departments, Adult Education, and Department of Parks and REcreation. Go over registration procedures and make copies available for students to read.
2. Have a representative from your local Department of Consumer Affairs speak to the class about leisure/recreation frauds.
3. For limited-English speaking students, have them role-play dialogues for making an airplane reservation.

Self-Study:

1. Have students make a list of leisure activities they enjoy or would like to try. They should then list two community sources of these activities, if they require facilities other than their home. Each student should include activities outside, as well as within the home.
2. Have students make a brief plan for an air travel vacation and then obtain costs from a travel agent and also the airlines. Turn in a report.
3. Have students visit a health spa or dance studio and write a brief report on what they observed, the services available, etc.

Evaluation:

1. Grade Self-Study reports for completeness.
2. Test students on comprehension of California air travel, health spas, dance studios, and vacation certificate laws. Objective and short answer tests work well for this.

Resources:

Pamphlets:	Your Recreation Dollar ($1.00) Money Management Institute Household International 2700 Sanders Road Prospect Heights, Illinois 60070

VOICE Bibliography:

The Compleat California Consumer Catalogue
Consumer Contracts
Consumer Education
Consumer Information
The Contemporary Consumer Series Filmstrips
A Day in the Life of Harvey Mitchell
Health and Leisure
How to Live on Nothing
Meet Margie
Money Management Library
Needs and Wants
Read Before Your Write

VESL Bibliography:

Gundlach, Patricia Parrot and Keenan Colton Kelsey. Using the Phone Book.
Hall, Eugene J. People Talking: Dialogues For High Intermediate and Advanced Students
Larned, Phyllis and Nicholas J. Randall. Reading A Newspaper.
State University of New York. "English For Living" modules.

TOPIC: MONEY MANAGEMENT

Learning Objectives: The student will:

1. Determine personal financial goals by identifying priorities and comparing these to needs and income.
2. Set up and follow a personal plan for the use of money.
3. Set up a system for organizing financial data and important papers such as personal, family, and professional contracts and records.
4. Periodically review and revise the plan and evaluate progress.

Suggested Content:

1. Determine Your Financial Goals
    a. Short range, middle, and long term goals--1 year, 5 years, and longer.
    b. Goals are a reflection of your values and attitudes.
        1. Who are you?
        2. Where are you going?
        3. What do you want from life?
    c. What resources are needed to reach your financial goals?
        1. Time
        2. Energy
        3. Skills
        4. Money
    d. Reasons for financial difficulties:
        1. Unlimited wants, but limited resources.
            a. Outside peer and media pressure.
            b. Replacement of products that become nonfunctional or out-of-date.
        2. Values conflicts.
            a. Present vs. future orientation.
            b. Security-comfort vs. achievement-risk.
            c. Self vs. others.
        3. Emotional uses of money.
            a. Buying to make yourself feel better.
            b. Buying to structure your time and give you something to do.
        4. Poor money handling techniques.
            a. Poor math.
            b. Failure to assert your rights when you know you are not being given a fair deal.
        5. Unexpected situations
            a. Illness.
            b. Increased family size.
            c. Loss of job.
2. Types of People with Financial Difficulties:
    a. Those who live from day-to-day with no emergency fund, don't plan use of money, and are broke before their next paycheck.
    b. Those who are irresponsible, manage money carelessly, over-use credit, or ask parents to bail them out of trouble or declare bankruptcy.

c. Those who are impractical. They may have high incomes, but also have high expenses; they want everything their parents have without waiting.

d. Those who are pessimistic about planning or may have planned unrealistically and the plan didn't work. They often record all money spent, but don't analyze their expenditures.

e. Uncooperative family members where one saves and the other spends or where money may be used as a scapegoat for marital problems.

f. Those who are wishful thinkers who do not plan or save because they believe something will "turn up" or "luck" will be with them.

g. Impulsive and compulsive buyers buy now and think later. They may not even realize what they're doing--an addiction.

h. Frustrated buyers have mental ups and downs and are often depressed--money gets them out fo depression.

i. Those who use money to solve problems and need to boost their ego, gain prestige, buy friendship, or may use money as a weapon to control others and show independence.

j. Low income persons usually have a low paying job, so they may use credit to enjoy goods and have more fun or they may have a large family which drains finances.

k. Uncreative spenders buy out of habit or with too little thought. They are often misinformed and don't compare prices of don't analyze ads and sales pitches for relevancy/accuracy. They also don't figure all costs in buying or doing something.

l. Fun-lovers often have high incomes, but live high: they think they have lots of money and are so busy, they hire lots of outsiders to do their chores or try to keep up with their friends.

m. Unemployed or self-employed people have irregular incomes and may not be able to make necessary downward adjustment in spending. They often lack emergency funds.

n. Retired persons and widows sometimes have unanticipated costs or may not be able to give up a former life style. Many widows may have depended on husbands for financial management; they are lonely and susceptible to door-to-door and mail order sales.

3. Setting Up a Money Management Plan
   a. Write down your monthly fixed expenses.
   b. List your periodic expenses.
      1. Insurance
      2. Taxes
      3. Car license registration fee
      4. Home maintenance and repair needs
      5. Clothes and other supplies
   c. Examine ways to increase your monthly take-home pay.
      1. Figure your expected yearly federal and state taxes; do not over-withhold (the government pays you no interest on your money).

        2. If you work overtime, determine whether this extra money puts you in a higher tax bracket. You might work less and have more do-it-yourself projects at home rather than paying for outside help.
    d. List your short and long term financial goals.
        1. Determine the amount to save to have the money when you need it.
        2. Don't forget inflationary increases. (The refrigerator that costs $400 today may be $600 five years from now.)
    e. Periodic review and revision is important to see if the plan works. Make revisions as your financial situation or life style change.

4. Setting Up a System For Getting Organized
    a. Maintain a list of:
        1. Personal and family information:
            a. Social security numbers.
            b. Dates of birth.
            c. Residence address, phone numbers.
        2. Professional contacts such as:
            a. attorneys.
            b. accountants.
            c. clergy.
            d. financial consultant.
            e. physicians.
            f. bankers.
            g. insurance agents.
        3. Location of important papers such as:
            a. wills and trusts.
            b. stocks and bonds.
            c. mortgage papers.
            d. titles and deeds.
            e. marriage and birth certificates.
            f. insurance policies.
            g. auto registration.
        4. Financial data such as:
            a. income and expense sheet.
            b. net worth statement (include all assets and liabilities such as bank accounts, real estate, IRA's, credit obligations, etc).
            c. insurance premium need for life, health, disability, property, automobile.
            d. estate planning: holding title to property, wills, trusts, etc.
            e. sources of retirement income: pensions, IRA's, company plans, social security, etc.
    b. Put the list in a secure place, such as a safe, or safety deposit box at your local bank.

In-Class Activities:

1. For limited-English speaking students, the Santa Clara County of the Superintendent of Schools, 100 Skyport Drive, San Jose, CA 95110, has a set of *Consumer Education for Indochinese* slides with tapes in Chinese, Laotian, Vietnamese, and Cambodian (scripts in English). *Care of Money* is a set of 56 slides to introduce the newly arrived refugee to U.S. coins and bills and to provide information about the American banking system checking and savings accounts and credit and other banking services. This kit also includes curriculum and pre-and post-tests and a set of flash cards with pictures of money, credit cards, and banking slips and statements.
2. Also, for limited-English speaking students, bring in samples of U.S. coins and bills. Have them identify these. Go over banking activities using checking accounts and reading monthly statements. (See worksheets at the end of this unit.)
3. For students who already understand money and banking, but want more information on financial planning and investments, ask a financial planner to come to class to explain various types of investments.

Self-Study:

1. Have students fill out the Goals and Priorities chart and the Income, Expense and Spending Sheet at the end of this unit. Turn these in for checking.
2. Have students make the list under #4 "Setting Up a System For Getting Organized." Turn the list in for checking.

Evaluation:

1. Limited-English speaking students can be tested on identifying coins and bills and also on filling out checks and checking the monthly bank statement.
2. Self-Study assignments can be graded for completeness.
3. Students with more advanced wirting and language skills can write a report analyzing their financial style, financial goals and describing their financial plan. This report can be 4 to 6 pages in length.

Resources:

Slides:

Consumer Education for Indochinese: Care of Money
Santa Clara County Office of the Superintendent
100 Skyport Drive
San Jose, CA 95110

Audio Cassette:

Seminars on Personal Financial Management for Women, Vol. 1
Libbie Agran
1273 Westwood Boulevard

Suite 201
Los Angeles, CA 90024
(213) 477-0429

Pamphlets:

Your Financial Plan
Children & Money Management
Your Savings & Investment Dollar
Your Guide For Teaching Money Management
($1.00 ea.)
Money Management Institute
Household International
2700 Sanders Road
Prospect Heights, Illinois 60070

Filmstrips:

Winning the Money Game
Go For the Gold
($7.50 ea.)
Money Management Institute

Books:

Lewin, Elizabeth
Your Personal Financial Fitness Program

Sohl, Joyce, Managing Our Money
Service Center
General Board of Global Ministries
7820 Reading Road
Cincinatti, Ohio 45237
($3.95 plus tax, plus 15% handling)

Van Caspel, Venita
Money Dynamics For the 1980's

VOICE Bibliography:

Banking
Buyer Beware
Consumer Economics: The Checking Account
Consumer Education
Consumer Education Curriculum Guide
Consumer Education For Families With Limited Incomes: Includes Spanish Supplement
Consumer Education In Practice
Consumer Education Series
Consumer Filmstrip Series
Consumer Information
Consumer Mathematics Curriculum Guide
Consumers: A Personal Planning Reader (For You and Me)
Consumer Power: Classroom Strategies for Consumer Education
Consumer Skills
The Consumer's World: Economics Issues and Money Management
Conceptual Framework For Consumer Education Foundations:

- Influences of Individual and Family Expectations of the Consumer
- Conceptual Framework For Consumer Education Foundations: Management of Expenditures
- The Contemporary Consumer Series Filmstrip
- Credit Unions
- Decisions For Independent Living
- Factors Influencing Purchasing Power, and Elements Determining Financial Security
- Guide For Implementation of Consumer's Education in Rural, Suburban and Urban Settings
- Inflation: Why Me?
- Inflation and Recession
- MATCHE: Human Development
- Mathematics for the Consumer
- Meet Margie
- Money Management
- Money Management Library
- Needs and Wants
- Pay by Check
- Personal Checking Accounts
- Personal and Family Financial Planning: Strategies for Teaching
- Personal Finance
- Rhode Island Consumer Education Curriculum Guide
- Skills For Consumer Success
- Theory and Problems of Personal Finance and Consumer Economics
- Who's Getting Your Money

VESL Bibliography:

Follett Basic Skills. "Follett Coping Skills Series."
Richey, Jim. "Survival Vocabulary."
Royce, Sherry and Christopher Ransom Miller. Money Management.
Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series."
State University of New York. "English For Living" modules.
Turner, Richard H. "Follett Success Skills Series."

MONEY TALKS

The Formula: How to get there....

Sound Choices: Maximum satisfaction from income

1) Total income
2) Total Expenses - fixed, flexible
3) Subtract expenses from income
4) Analyze expenses
5) Revise spending
6) Build savings for goals

Start with goals and priorities

What do you want your money to do for you...now, in a few months, in a few years?

Write it down so you know where you are going.

Consider how goals may change if you:

- get a job
- marry
- advance in a career
- go to college
- have children
- retire

Goals Now — Estimated Cost

__________________________________ $________

__________________________________ $________

__________________________________ $________

__________________________________ $________

Soon - this year

__________________________________ $________

__________________________________ $________

__________________________________ $________

__________________________________ $________

Later - in a few years

__________________________________ $________

__________________________________ $________

__________________________________ $________

__________________________________ $________

NOW - WITH PRIORITIES [illegible]T TO GUIDE YOUR CHOICES....

1 Total Your Weekly Income

Source	Estimated Amount
earnings	$________
allowance	$________
gifts	$________
other	$________
________	$________
Total Income	$________

2 Total Weekly Expenses

Fixed Expenses (specific amounts to be paid at specific times)	Estimated Amount
______________	$________
______________	$________
______________	$________
______________	$________
______________	$________
______________	$________

Flexible Expenses (varying amounts)	
______________	________
______________	________
______________	________
______________	________
______________	________
______________	________
Total Expenses	$________

3 Subtract Expenses from Income

Total Weekly Income	$________
Total Weekly Expenses	________
Balance	$________

Does spending match income?
Is money left for goals?
Are expenses greater than income?

4 Analyze Expenses

Think about your present financial picture and spending pattern. Is your money doing what you want it to?

Check goals and priorities against expenses. Are they related? Is your spending bringing you closer to your goals?

Consider different categories of expenses-dates, snacks, cosmetics, cars. How do they line up?

Write down areas that seem to to be out of line with your goals.

____
____
____

5 Revise Spending

Make a plan to help you guide and control your spending. If possible add savings to fixed expenses.

	Amount
Income	$________
Planned Spending	
Fixed Expenses	$________
______________	________
______________	________
______________	________
______________	________
______________	________
______________	________
Flexible Expenses	
______________	$________
______________	________
______________	________
______________	________
______________	________
Total Expenses	$________

6 Build Savings For Goals

Set aside savings for immediate goals in a safe place where you won't be tempted to spend them.
Put sizable savings for distant goals in a savings account where your money will earn interest.

TOPIC: RENTERS' RIGHTS AND RESPONSIBILITIES

Learning Objectives: The student will:

1. Know one's legal rights for renting property.
2. Know the legal responsibilities of the renter.
3. Understand leases, rental agreements, and security deposits.
4. Know what to look for in selecting a rental unit.

Suggested Content:

1. The Renter's Rights
    a. Right to Non-Discrimination
        1. Federal and state Fair Housing laws prohibit discrimination based on race, color, religion, national origin, or sex.
        2. California law also prohibits discrimination based on marital status or physical handicap.
        3. Managers, agents, and owners must show, sell, or lease to anyone unless the decision is not based on race, color, religion, national origin, or sex.
        4. All persons must be quoted the same terms for rent, credit check, or application fee.
        5. Managers/owners should:
            a. Set reasonable eligibility criteria.
            b. Establish the same terms and conditions for all applicants.
            c. Show all applicants the same apartments and give the same occupancy date.
    b. Right to a Rental Agreement
        1. Lease
            a. Rent cannot be raised for a definite time period.
            b. The renter cannot be evicted during the course of the lease, unless the renter violates the terms of the lease.
            c. The renter may sublet (find a new tenant to fulfill the remainder of the lease agreement) with the landlord's written consent.
                1. If the lease has no sublet restriction, the renter may lease without written consent.
                2. However, the primary tenant remains responsible for getting the rent to the landlord.
        2. Month-to-month rental
            a. Freedom to move out if you give a 30-day written notice.
            b. Evication can occur with a 30-day notice.
            c. Rent increases can occur with a 30-day notice.
        3. Rent Increases
            a. Rent can be raised with a 30-day notice unless rent control is in effect.
            b. Rent control:
                1. Rents can be increased only once during a 12-month period.

2. Increases are limited to 8% per year, or 21% if there have been no rent increases for two years, for whatever period local law specifies.
3. Many cities have a mediation and arbitration program. (Contact the Rent Unit.)

4. Security Deposits
a. For agreements made on or after January 1, 1978, no deposit, regardless of what it's called, can be non-refundable.
b. Refunds must be made within two weeks after the tenant moves out or the landlord is liable for up to $200 more than the actual amount owed. (For deposits made after January 1, 1971; prior to this date, only the actual amount of the deposit can be recovered.)
c. The landlord cannot ask for a security deposit equal to more than two months rent for an unfurnished property; three months rent for furnished.
d. The landlord may claim only such amounts as are reasonable and necessary to remedy defaults in the rent payment, repair damages caused by the tenant, and to clean the premises at vacancy.

c. Right to Decent Housing
1. The landlord is required to keep the building in a condition fit for human occupation and to maintain:
a. plumbing facilities.
b. a supply of hot and cold running water.
c. heating facilities.
d. electric facilities.
e. floors, stairs, and railings.
f. effective waterproofing and weather protection.
g. sanitation from filth, trash, rats, or harmful insects.

2. If repairs are needed and the landlord refuses to make these, the tenant can:
a. Wait a reasonable time (usually 30 days) after notifying the landlord and repair and then deduct the cost from the next month's rent.
1. The amount deducted can be no more than the cost of one month's rent.
2. This one month's rent cost can be deducted no more than once in a twelve month period.

b. Notify city building inspectors before you begin repairs yourself.
1. They will try to get the landlord to make the repairs.
2. There will be a record of your complaint and the conditions of the premises, should you go to court.

c. Withhold your rent payment.
1. You must first notify the landlord of the need for repair.

2. The landlord may issue a three-day notice to pay rent or be evicted.

d. Move out.

1. You need to give the landlord notice of your intention to vacate.
2. Consult an attorney or legal services organization.

e. The landlord may not retaliate by initiating action to recover the premises, increase the rent, or decrease services within 60 days of the tenant's action.

d. Right to Proper Legal Notice

1. Three-day notice:

a. This is used when the tenant hasn't paid the rent or has violated a rental agreement such as no pets.

b. The tenant has three business days to make the corrections.

2. Thirty day notice:

a. This may not be used to discriminate or for retaliation, such as for the tenant's demanding repairs.

b. However, if the landlord accepts any rent after a three or thirty-day notice is served, the notice is void.

3. Legal notices can be served by a personal service to another person in the tenant's household, by mail, or by a notice posted in a conspicuous place.

e. Right to Privacy

1. As of January 1, 1976, a landlord may enter the renter's unit only:

a. in an emergency.

b. to make necessary, agreed upon repairs, decorations, alterations, or improvements, to supply necessary or agreed upon services, or to show the unit to prospective buyers, tenants, or workmen.

c. when the tenant has given up the premises.

d. as a result of a court order.

2. The landlord should give reasonable notice (24 hours) of plans to enter, and enter during normal business hours.

3. The landlord cannot shut the renter out of the premises, remove the renter's personal property, or remove outside doors or windows without prior constent of the tenant or before filing an unlawful detainer complaint in court. If he does:

a. the tenant can sue for actual damages.

b. the tenant can sue for up to $100 per day and for not less than $250 per violation.

2. The Renter's Responsibilities

a. They must keep the unit clean and sanitary.

b. They must dispose of garbage and trash.

c. They must properly use all appliances.

    d. They must not permit anyone to purposely damage or remove any part of the property.
    e. They msut use the various rooms only for their proper purposes.
    f. They must pay the rent on time. If there are roommates, both ar individually responsible, should the other dafault on rent payments.
    g. The renter may be evicted for:
        1. failure to pay rent.
        2. causing damage to the property.
        3. staying after giving notice of intention to vacate.
        4. staying after being given notice to vacate.
    h. The renter cannot alter the premises without consent of the landlord.
    i. The renter must provide insurance to cover damage or loss of personal belongings.
3. Selecting a Rental Unit
    a. Consider renting month-to-month vs. leasing and your requirements.
    b. Ask about utilities and other extras that may be covered in the rent.
    c. Location is an important factor.
    d. The actual rental unit should be viewed. Don't just look at models.
    e. Amenities such as swimming pools are not required by law, so don't make your choice based on these; the owner could remove them later.
    f. Get agreements in writing.
4. Where to Go if There's a Problem:
    a. Check to see if your community has a Tenant-Landlord Hearing Committee or a Housing Service Center.
    b. You may also sue in Small Claims Court for damages up to $1,500.

In-Class Activities:

1. Have the class share experiences with finding rental units, security deposits, notices to vacate, etc. In this way they can alert each other to possible problems and ways of resolving them. If the problems weren't adequately resolved, go over the proper legal assistance.
2. Have students role-play shopping for rentals, talking to landlords and managers, and resolving problems. Many people need assertiveness skills to keep from being taken advantage of.
3. Go over the Rental Inventory Chart at the end of this unit.
4. Have someone from your local Housing or Tenant-Landlord Committee come to class to answer legal questions.

Self-Study:

1. Have students write down their housing needs, and look for rentals in newspapers and through other sources such as campus housing of bulletin boards. (For limited-English speaking students, go over reading of want ads for rentals that are furnished or unfurnished in suitable locations.)
2. Have students who may be needing to find housing, visit at least three rentals and write a brief report on their experience.

Evaluation:

1. Use objective and short answer questions to test students for comprehension of legal rights and responsibilities.
2. For limited-English speaking students, test for understanding of basic terms such as leases, security deposits, etc. after having them make a set of flash cards for Self-Study.

Resources:

Pamphlets:

Discrimination
Eviction Notices
Housing Discrimination Against the Disabled is Illegal
Repair and Deduct
San Jose Tenant-Landlord Hearing Committee

San Jose Housing Service Center
425 Stockton Avenue
San Jose, California 95126

The Law Says Fair Housing Is Your Business

The Human Rights/Fair Housing Commission
of the City and County of Sacramento
2131 Capitol Avenue, Suite 206
Sacramento, CA 95816

Tenant-Landlord Rights and Obligations

Asian Law Alliance
184 E. Jackson Street
San Jose, CA 95112-5153
(408) 287-9710

Landlord-Tenant: Answers to Tenant Questions
Landlord-Tenant
P.O. Box 310
Sacramento, CA 95802

VOICE Bibliography:

Be A Smart Shopper
The Compleat California Consumer Catalogue

Consumer Education in Practice
The Contemporary Consumer Series Filmstrips
Decisions for Independent Living
The Expert Consumer: A Complete Handbook
Exploring Living Environments
Finding A Place To Live
How to Live On Nothing
It's Your Move, A Consumer Education Unit on Real Estate: Student Manual
Looking Ahead
MATCHE: Housing
Your Right To A Hearing

Disadvantaged/Limited English Proficient:

A Guide To Independent Living

VESL Bibliography:

Belina, Virginia Sweet. Planning for Your Own Apartment.
Cam-La-Vie Associates. "Refugee Orientation Tapes."
Follett Basic Skills. "Follett Coping Skills Series."
Jew, Wing and Carol Tandy. Using the Want Ads.
Larned, Phyllis and Nicholas J. Randall. Reading A Newspaper.
State University of New York. "English For Living" modules.

RENTAL INVENTORY

A NOTE TO THE TENANT: This inventory list if for your protection. Be sure to indicate the condition of each item. Note the number of items where applicable and location and nature of all soil and damage, etc. Be specific and check carefully. Additional comments may be attached.

Area of Furnishings	Condition Upon Arrival	Condition Upon Departure (Note deterioration beyond reasonable use and wear)	Est. Cost of Restoration (incl. labor & materials)

Kitchen

Cupboards ____________________
Floor Covering ____________________
Walls, Ceiling, Counter Surfaces ____________________
Stove & Oven (pans, grills, etc.) ____________________
Refrigerator (trays, butter dish) ____________________
Sink & Garbage Disposal ____________________
Tables & Chairs ____________________
Windows (coverings & screens, etc.) ____________________
Other (please specify) ____________________

Living Room

Floor Covering ____________________
Walls & Ceiling ____________________
Tables & Chairs ____________________
Sofa ____________________
Windows (coverings, screens, etc.) ____________________
Other (please specify) ____________________

Bathroom

Floor Covering ____________________
Walls, Ceiling, Tile ____________________
Shower ____________________
Tub ____________________
Sink & Medicine Cabinet ____________________
Toilet ____________________
Windows (coverings, screens, etc.) ____________________

Bedroom

Floor Covering ____________________
Walls & Ceiling ____________________
Dresser ____________________
Bed (frame, mattress, box spring) ____________________
Closet (doors & tracks) ____________________
Windows (coverings, screens, etc.) ____________________

Additional Items
Air Conditioner__________
Heater__________
Thermostat__________
Doors (locks, etc.)__________
Electric Fixtures, Outlets, Lamps__________
Total: $

Beginning Inventory Date__________ Signature of Tenant__________ Signature of Manager/Owner__________
End-of-Term Inspection Date__________ Signature of Tenant__________ Signature of Manager/Owner__________
The apartment covered by this agreement is #__________ located at __________

RELEASE OF SECURITY DEPOSIT

1. On __________, the manager/owner inspected the premises with tenant and found them to be in satisfactory condition, wherefore the manager/owner agrees to refund the sum of $__________, the FULL amount of the security deposit.
2. On __________, the manager/owner inspected the premises with tenant and found them to be in need of cleaning, replacement or repair, beyond reasonable use and wear. The estimated costs of repair, replacement, cleaning or other tenant's default under the lease, is $__________, and will be deducted from the security deposit. Both the manager/owner and tenant agree that the unused portion of the deposit shall refunded to the tenant. At the same time the refund is made, the manager/owner will furnish the tenant with a statement accounting for any deductions, including a detailed itemization of labor and materials.

NOTE: Any refund of a deposit must be returned to the tenant(s) within two weeks after the date of this agreement as provided for under California Civil Code 1950.5.

Date__________ Signature of Tenant__________
Signature of Manager or Owner__________ Tenant's Mailing Address__________

Inventory prepared by U.C. Davis Housing Office

TOPIC: SAVING ENERGY

Learning Objectives: The student will:

1. Know how to insulate and weatherproof a home to make it more energy efficient.
2. Know where energy dollars go so they can be conserved when necessary.
3. Know how to choose and use appliances for saving energy.
4. Understand gas and electric safety in the home.

Suggested Content:

1. How to Use Energy Efficiently:
    a. Insulate
        1. In the heating season, adequate insulation in the attic will decrease fuel bills 25% and more.
        2. In the summer, insulated homes with air conditioning will save 15%.
        3. Where to insulate:
            a. ceilings with cold spaces above living spaces.
            b. exterior walls.
            c. floors above cold spaces, vented crawl spaces, garages and open porches; and any portion of a floor that extends beyond a wall below.
            d. between "collar beams," sloping rafters, studs of "knee walls," joints of the floor outside the living space, and dormer walls and ceilings. (Or more generally, any wall, floor, or ceiling exposed on one side to extremes of heat or cold.)
        4. Do it yourself, if you know what you're doing. (See P.G.& E. booklet: Insulate: Save Energy.)
        5. Or hire an insulation contractor.
            a. Check the phone book yellow pages for a contractor.
            b. Check the contractor with the local Better Business Bureau, or ask your bank to get a report on his credit rating.
            c. Ask the contractor for references from former clients.
    b. Stop heat exchange through doors and windows.
        1. Storm windows and doors cut heat loss or gain in half.
        2. Insulating glass (two panes of glass sealed together at teh edges) cuts loss or gain in half.
        3. Glass panels (single panes of glass or acrylic plastic) made to size can be installed over the outside of the window; however, the window can't be opened.
        4. Horizontal sliding aluminum windows can be installed without alteration to the existing window. A dead air space is created, providing all benefits and savings of storm windows.
        5. In summer, close drapes to keep out the sun; in winter, close drapes at night and when cloudy.
        6. Install awnings on south and west-facing windows.

7. Sliding glass door panels can be removed and replaced with insulating glass.
8. Insulated doors can be purchased from hardware retailers.
9. Weatherstripping:
    a. Window sashes and doors should be weather-stripped on all sides, tops, and bottoms.
    b. Weatherstrip entrance doors, attic doors, and the inside and outside of basement doors (or any door between a heated space and unheated one).
10. Caulking:
    a. Plug up small gaps and cracks on the outside of the house where air or moisture may be leaking.
    b. Areas which may need caulking: between window frames and siding, along corners of siding, along windowsills, around water faucets, between chimney bricks and siding, around door jambs, around outside vents where two different materials meet, around outdoor electrical sockets.
11. Water heater blanket:
    a. Availabele at most hardware and plumbing stores.
    b. They are easy to install.
    c. They save an average of 7% on energy bills.
    d. Thermostat settings can be lowered without reducing household water temperatures.
    e. Before insulating, be sure heater has a pressure relief valve.
12. Furnace pilot light and filter programs:
    a. If you have a gas furnace, turn the pilot light off in the summer. P.G. & E. will send someone out, if you don't know how.
    b. Clean or replace the furnace filter periodically to make sure it operates as efficiently as possible.

2. Where Your Energy Dollar Goes:
    a. The space heater, air conditioner, water heater, refrigerator/freezer, water bed heater, and lamps account for most of your energy dollars.
    b. Kilowatthours (kwh) and therms are terms used on your bills to indicate how much energy you've used.
        1. One kilowatthour is 1,000 watts of electricity for one hour.
        2. One therm of natural gas will produce heat about equal to burning 100,000 kitchen matches. An average range-top gas burner set on "high" will consumer about a therm in 10 hours of use.
        3. The number of kilowatthours and therms used multiplied by the rate per unit of energy determines your monthly bill.
        4. Rates for electricy are charged according to tiers (levels); for gas, 2 tiers; electricity, 3 tiers.
            a. The first or Baseline Tier, provides the lowest rate.

        b. Energy used above the Baseline Tier is more expensive.
        c. Baseline quantities (or amounts allowed) are based on the average energy consumption in the homeowner's area.

3. Choosing and Using Appliances:
    a. Dishwashers
        1. Look for a model with an energy-saving switch.
        2. Check the amount of hot water each model uses per load--some use 40% more than others.
        3. Look for one with a short cycle or light wash selection.
        4. Water temperature boosters raise the dishwasher water temperature, but you can lower your water heating setting.
        5. Install the dishwasher away from refrigerators to prevent heat and moisture from making the refrigerator work harder.
        6. Wash only full loads.
        7. Scrape and rinse dishes in cold water.
        8. Soak heavily soiled pans first.
        9. Clean the filter regularly.
    b. Refrigerators
        1. Choose the right size for your needs.
        2. Manual defrosting is more energy efficient than frost-free.
        3. Polyurethane foam is used in most energy efficient units.
        4. Get a power-saver switch if your area is humid.
        5. Ice-makers and water dispensers use additional energy.
        6. Install in a cool-dry spot away from the range, allowing room for circulation.
        7. Keep the refrigerator well stocked, but don't cram with food and impair circulation.
        8. Limit the frozen food to 2 to 3 lb. per each cubic foot of freezer.
        9. Keep the condenser coils clean. (Always unplug the unit when you clean coils!)
    c. Ranges and Ovens
        1. Gas ranges use less energy than electric ranges.
        2. Look for combinations that include a microwave and conventional or convection features.
        3. Self-cleaning ovens use more energy, but their insulation makes them more efficient.
        4. Gas units with burners with "brains" automatically control the flame and temperature.
        5. Check the oven door seal periodically.
        6. Cook several dishes at a time.
        7. It's not usually necessary to preheat an oven.
        8. Cook as much as possible on the range top.
        9. Use flat-bottom pans the same size as the burners.
        10. Cook foods with as little water as possible.

d. Microwave Ovens
   1. Stove-top cooking and microwave oven meals can save 20% of the energy required to cook a similar meal in an oven.
   2. Follow the manufacturer's instructions carefully for cooking.
   3. Don't cook large quantities; energy savings are best with small portions.

e. Washing Machines
   1. Get one with an adjustable water level.
   2. Look for multiple temperature settings.
   3. Suds savers re-use soapy water for additional loads.
   4. Large capacity washers save energy; it's cheaper to do one large load than several smaller ones.
   5. Use warm or cold water unless sanitation is needed. Ninety percent of the energy used is for heating water.
   6. Pretreat stains and soak heavily-soiled items to shorten washing time.
   7. Remove and clean the lint filter after every wash.

f. Dryers
   1. Gas dryers save money. The new pilotless models use 60% less energy than electric dryers.
   2. Make sure you really need all the automatic settings.
   3. Make sure the dryer is vented to the outside of the house and the exhaust pipe is clean.
   4. Sort loads according to fabric. Don't dry light synthetics with heavy fabrics.
   5. Check the lint filter before every load. Clogged filters prevent free movement of air.
   6. Don't overdry.
   7. Line dry whenever possible.
   8. Don't set the temperature too high.
   9. Take the clothes out immediately when the dryer stops to save ironing energy.

g. Furnaces
   1. Select gas over electric.
   2. Choose the right size.
   3. Consider one of the new energy-efficient vented natural gas heaters to heat only one or two rooms, rather than a whole house.
   4. Locate the thermostat on an inside wall, away from drafts and heat sources. Keep it set at 65 degrees (day) and 55 degrees (night).
   5. Check and change the filter every three months.
   6. Inspect the fan belt periodically for slippage.
   7. Insulate your home.
   8. Close off unused room or close furnace vents to those rooms.
   9. Forced air furnaces should have filters to catch lint and other air-borne particles. Change the filter at least twice per year.
   10. Central heating units need adequate moving air. Check the area around air intakes for obstructions.

h. Room Air Conditioners
   1. Choose the right size.

        2. Check the Energy Efficiency Ratio for the highest ratio you can afford. An EER of 10 is twice as efficient as 5.
        3. Buy a unit with more than one compressor speed.
        4. Consider an energy-saver setting to cycle the fan on and off in conjunction with the compressor, rather than having the fan run constantly.
        5. Install the air conditioner in a north or shady location.
        6. Keep the motor, fan, wall, and coils free from grease and dust.
        7. Insulate and weatherstrip the area to be cooled.
        8. Block out the sun's rays with curtains and drapes; close off unused rooms.
        9. Set the thermostat at 78 degrees or higher. It you are going to be gone for several hours, turn off completely.

4. Gas and Electric Safety in the Home
    a. When there is a gas leak don't:
        1. Turn on a room light or operate other electric switches; sparking may ignite gas.
        2. Light matches or cigarette lighters--use a flashlight if you need light.
        3. Open doors and windows wide.
        4. If gas odor is outside the house:
            1. Evacuate the building.
            2. Turn off the gas valve at the gas meter.
            3. Call your utility company.
        5. If the gas ignites, don't try to put out the flame. Turn off the gas valve at the meter.
        6. Pilot light leaks: (When you can smell gas.)
            a. Open doors/windows.
            b. Relight the pilot.
            c. Or call the utility company.
    b. Space heater safety:
        1. Have the heater inspected at least once a year by a service agent.
        2. Operate the heater in a well-ventilated room.
            a. Toxic gas can cause illness or death.
            b. An unvented heater should be in a room with an open window.
    c. Kitchen safety:
        1. Have gas ranges installed by a qualified service-person.
        2. Keep combustible materials away from burners.
        3. Clean the range and burners weekly.
        4. Keep a fire extinguisher handy.
        5. Always light a match first before turning on the gas.
        6. If the flame goes out, shut off the gas. Allow time to let the gas escape from the room before relighting.
        7. Never use the oven for a room heater.
    d. Garage, laundry room, basement:
        1. Never use flammable liquids in a confined space.

        2. Have all natural gas equipment installed by qualified persons.
        3. Know where the shutoff valve is on all gas appliances, heaters, and furnaces.
            a. If you suspect a leak, turn off the valve.
            b. Call the utility company.

e. Fuses and circuit breakers:
    1. Disconnect any appliance that may have caused an overload.
    2. Open the main switch to shut off all electricity when you change a fuse.
    3. Replace blown fuses with the proper sizes. If in doubt, use at least 15 amp.
    4. Close the main switch to resume service. Then go set all the clocks.
    5. To reset circuit breakers, simply open the switch all the way and then close.

f. Appliance safety:
    1. Use only appliances with the UL seal of approval.
    2. Repair or replace frayed or worn cords and wires. Never splice a broken cord--shorten it or get a new one.
    3. Never wash electric appliances while they are still plugged in.
    4. Never leave cords plugged in to a wall socket when the appliance is disconnected.
    5. Never turn on washers or dryers while you are standing on a wet floor.
    6. Keep radios away from bathtubs and basins.
    7. Be sure all electric hand tools are double insulated or have three-prong plugs. Never use them in wet locations.

In-Class Activities:

1. Have a utility company representative come to class to talk about energy conservation and how to read your utility bill.
2. Bring in examples of weatherstripping, caulking materials, insulation, or if the class is small, take them to a hardware store to see examples.
3. Limited-English speaking Asian students can be shown the slides on Use of the Facility (Consumer Education for Indochinese) available from:

Office of the Santa Clara County
Superintendent of Schools
100 Skyport Drive
San Jose, CA 95110

These slides show how to save energy by proper use of lights, and use of the refrigerator, stove, and oven. This kit also includes curriculum, pre-and post-tests, and tapes in Chinese, Laotian, Vietnamese, and Cambodian.

TOPIC: TRANSPORTATION

Learning Objectives: The student will:

1. Know what transportation is available and how to use it.
2. Know the cost advantages of using certain transportation over another type.
3. Know how to use maps, follow bus schedules, use passes and transfers, read signs and other instructions for travel, call a cab, etc.

Suggested Content:

1. Community Transportation Services
    a. County or City Transit
        1. Buses run on lines at various times throughout the day and night to scheduled destinations.
        2. Call your local transit office for information on schedules.
        3. Special discounts are available to the disabled, retired, and persons on public assistance.
            a. Seniors are required to carry proof of age.
            b. Disabled must get a Transit Discount Card, obtained by having a physician or designated representative of a state or federally funded agency.
            c. The discount card includes a photo of the applicant.
        4. Day passes (transfers to other bus routes, at no additional cost) and discounts for tickets purchased in quantity are available.
    b. Rapid Transit Systems
        1. In the Bay Area, BART (Bay Area Rapid Transit) was the first modern rapid transit system that was fully accessible to the disabled.
            a. The disabled are encouraged to ride in the first car of the train.
            b. Elevators, curb cuts, restrooms and other specific features make BART accessible.
            c. Close-in parking is reserved for the disabled: vehicles must have D.P. or VET license plates or window placards available from the DMV.
            d. All stations have white courtesy phones which directly connect to the station agent should help be needed; some public phones are located at low levels and some have variable volume controls.
            e. A deaf person can contact BART by calling Passenger Services at TTY 839-2218 and/or the telephone center at TTY 839-2200.
            f. Station agents have available a Deaf Handbook that lists important and frequently signed phrases.

        g. To assist blind passengers, there is a small hole in the front edge of the ticket. This hole should be at the top left when inserting into a fare gate.

2. Fares
    a. Fares are based on how far you travel.
    b. Discount tickets are available to seniors (65+) and the disabled.
        1. Tickets can be purchased at participating banks, savings and loans, or the BART office of Passenger Services:

            800 Madison Street
            Oakland, California

        2. A Bay Region Transit Discount card is required for disabled persons to qualify and use the BART discount.
        3. Senior citizens are advised to carry proof of age; they don't need the discount card.
        4. Red discount tickets for disabled persons allow rides for 10% of the regular fare. (e.g., $1.20 for $12.00 worth of rides)
        5. Green tickets for seniors have the same discount rate. (10% of regular fare)

3. Special Transportation (Paratransit)
    a. These offer door-to-door service for seniors and the disabled.
    b. They are available free to those who are not easily able to provide their own transportation:
        1. If your bus line is too far.
        2. If your budget is too limited to afford taxi fares.
        3. If you own a car, but are no longer able to drive.
        4. If you need special help because of your physical handicap.
    c. The actual transportation services vary from low-cost taxis for seniors, to vans with special lifts for wheelchairs.
    d. Call your city Information and Referral Services: (In San Jose: (408) 243-8570)
    e. The United Way Directory HELP lists other transportation sources in your county.
    f. There are also volunteer transportation services.

4. Ridesharing
    a. Your County Transit provides carpool/vanpool matchlists. Check your city or county to see if there is a similar service.
    b. Estimated monthly commute costs show that ridesharing is an economical way of traveling:

Estimated Monthly Costs

Round Trip Commute	Alone	3 Person Carpool	Average Vanpool 13 Persons	Vanpool Driver	Express Bus Rider
20 miles	$120	$67	$35	$0	$34
30 "	180	100	44	0	34
50 "	300	166	51	0	34
70 "	412	233	59	0	34

5. Taxis
    a. Always ask about the scheduled fare when you call to request a ride.
    b. Taxis have been deregulated, meaning there is no price control; therefore, differences in fares from one company to another can be extreme.
6. Driving a Car
    a. New Cars
        1. You don't have to worry about how the car was treated during the first few years.
        2. A new car may be safer and run smoother.
        3. You get the benefit of a warranty.
    b. Getting the Best Deal With a New Car
        1. Shop by phone.
            a. Often you can get the dealer to give you the best price possible just to get you into the showroom.
            b. Indicate that you were just disappointed by a competing dealer who tried to "low-ball" by quoting a low price and then upping it just before closing the deal. This indicates you've shopped around and that you're not willing to go for a higher price.
            c. Make sure that the exact car and optional equipment you want are listed plainly on the order and that the order is countersigned by someone in authority.
            d. Also have the following listed in the order:
                1. There will be no increase in price. The price listed on the bottom of the order is the total price to be paid on delivery.
                2. There will be no re-appraisal of your trade-in.
                3. There will be no substitutions of nonfactory equipment for anything ordered on the car.
                4. The car will be delivered within a reaonably specific time period.
            e. Don't allow a "switch" later on due to factory backup.
                1. You might be told that the same car is available at another dealer but has a few extra options at several hundred dollars more.
                2. Don't let the dealer tell you that the car came in with extra options for more money. Check the price posted on the car window.
            f. Using a Buying Service
                1. A buying service is an intermediary that offers the car from $125 to $500 above factory cost, depending on the basic price and cost of the car.
                2. The car comes from a regular dealer, but at a guaranteed price.
                3. Warranties, rebates, and service are the same.

    4. However, the buyer does not usually select the dealer, and the service after the sale may be less dependable.

g. Deciding What Type to Buy
    1. Figure the yearly out-of-pocket costs for different price ranges.
    2. When you buy higher priced cars, you are not necessarily getting more safety or speed--only prestige and styling.
    3. Compacts are often cheaper to buy and run, but they provide less safety and hold fewer people and less baggage.
    4. Consider power steering and brakes on larger cars because they are hard to drive and to resell without these features.
    5. Radial tires last longest and are safest.
    6. Rear-window defoggers are handy and important if you live in a cold or moist climate.

h. Trading in Your Old Car
    1. Look up the blue book value listed by National Automobile Dealers Association and in the official Used Car Guide. Your bank has a copy.
    2. Wait to bargain on the trade-in until after you have finalized the new car sale with the deal to avoid the "high-ball" gimmick increasing the cost of the new car so they can give you a "higher" trade-in.

i. Buying a Used Car
    1. Have an independent mechanic check the car before making a decision or take the car to an electronic diagnostic center and have the major parts of the car analyzed.
    2. Work with dealers who have 90-day written warranties; you may have to pay more, but it's worth it.
    3. Check out whether the car has been in a major accident: Look for mismatched colors in the paint and ripples, bumps, and grainy surfaces on the body work.

j. Refer to Consumer Reports Buying Guide
    1. It gives more than a dozen on-the-lot tests and eight or ten driving tests.
    2. It tells approximately what each repair job will cost.

k. Leased Cars
    1. In some cases, leasing is cheaper than buying and selling or trading in the average car.
    2. Nationally, one in four cars is leased; in California, 60% of all new cars are leased or rented.
    3. In many larger cities, the auto insurance included in the leasing agreement is cheaper than if you had bought the insurance on your own.

4. If you drive your car for business, it's easier to figure the amount for tax deductions if you lease: if you use your car 50% of the time for business, 50% of your lease payment is deductible.

In-Class Activities:

1. For Asian limited-English speaking students, show slides on Transportation (Consumer Education for Indochinese) available from:

   Office of Santa Clara County
   Superintendent of Schools
   100 Skyport Drive
   San Jose, CA 95110

   This set of 76 slides provides information on public transportation and how to use it; shows the use of maps, bus schedules, passes and transfers; riding the bus; use and purchase of tickets for rapid trnaist; reading signs and other instructions for travel; baggage check and claim; use of public parking lots for autos; calling a cab; and air travel. The kit includes pre- and post-tests, curriculum, and flash cards, and has tapes in Chinese, Laotian, Vietnamese, and Cambodian.
2. Bring in bus schedules and maps and show students how to read them.
3. Have students role-play purchasing new and used cars.
4. Have students chart the pros and cons of buying a used car vs. a new car.

Self-Study:

1. Have students look up the "blue book" value of their car, if they own one or a car they might consider buying.
2. Have students shop for a new car at at least two different car dealers. They should write a brief report of their experience. Have them tell the dealer in one situation that they have a trade-in; in the other situation, don't tell the dealer until it seems like they're going to buy. What differences were there in the price of the new car or the trade-in offered by the dealer?
3. Have students research two different cars in Consumer Reports and do a brief written report on their findings.

Evaluation:

1. Grade Self-Study reports for completeness.
2. Test students on the use of bus schedules and maps by asking very specific questions, such as which bus line to take to get from point A to point B.

Resources:

Pamphlets: Don't Go It Alone

County Transit Ridesharing Office
1555 Berger Drive
San Jose, CA 95112

Seniors and Disabled People Using BART
800 Madison Street
Oakland, CA 94607

Special Transportation for Seniors
Santa Clara County
Information and Referral Services
3275 Stevens Creek Boulevard Suite 310
San Jose, CA 95117
(408) 243-8570

VOICE Bibliography:

Be A Smart Consumer
Consumer Education Series
Consumer Mathematics Curriculum Guide
Consumer Power: Classroom Strategies for Consumer Education
The Contemporary Consumer Series Filmstrips
Looking Ahead
Money Management Library
Mathematics for the Consumer
Skills for Consumer Success
What Every Woman Should Know About Her Car

VESL Bibliography:

Chaille, DAvid. More Pictures That Teach Words.
Clews, Vince and Tara Reiff. That's Life.
Fletcher, William and Patrick Kelley. Finding A Good Used Car.
Follett Basic Skills. "Follett Coping Skills Series."
Grebel, Rosemary and Phyllis Pogrund. Becoming A Driver.
Gundlach, Patricia Parrot and Keenan Colton Kelsey. Using the Phone Book.
Hall, Eugene J. People Talking: Dialogues For High Intermediate and Advanced Students.
Jew, Wing and Carol Tandy. Using the Want Ads.
Refugee Education and Employment Program. The REEP Currriculum: A Functional Approach to Competency Based Survival ESL.
Richey, Jim. "Survival Vocabulary."
Roderman, Winifred Ho. Reading and Following Directions.
Roderman, Winifred Ho. Getting Around in Cities and Towns.
Ryberg, Hilda R. and Phillip E. Powell. "You and Consumer Education Series."
State University of New York. "English for Living" modules.

TOPIC: WARRANTIES AND LABELS

Learning Objectives: The student will:

1. Know the different types of warranties and what's covered with each type.
2. Know the legal recourse for enforcement of the Warranty Act (Magnesun-Moss 1975).
3. Know the 1985 FTC ruling on disclosures for used cars.
4. Be able to read labels for information about the product.

Suggested Content:

1. Types of Warranties
    a. Written
        1. Full Warranty
            a. If the product is defective, it will be fixed without charge, including removal and installation, if necessary.
            b. The product must be fixed within a reasonable time.
            c. The warranty is good for anyone owning the product during the warranty period.
            d. The consumer doesn't have to do anything unreasonable to get warranty service.
            e. If the product can't be fixed, the consumer has the choice of receiving a new product or a refund.
            f. The warranty doesn't necessarily cover the entire product.
        2. Limited Warranty
            a. This tells the consumer that something is NOT covered.
            b. This warranty may cover only parts, not labor.
            c. The consumer may get a prorated refund.
            d. The consumer may be required to return a heavy product to the store.
            e. The warranty may cover only the first purchaser.
            f. There may be a handling charge.
    b. Implied (Not Written)
        1. California law:
            a. An implied warranty applies to the whole product and to all material defects for a reasonable duration.
            b. The Song-Beverly Act requires that all new products sold at retail outlets have an implied "warranty of fitness."
                1. Both the manufacturer and the retail seller must furnish a product fit for ordinary purposes.
                2. If the product is installed or repaired by a company whose business is to service that product, the company must service to the best of its ability, regardless of what a written contract says.

        3. All new products, new construction, improvements, installation, servicing and repairs must satisfy basic minimum legal standards of quality and fitness.

  c. Duration depends on the product and circumstances of the sale.
    1. When accompanied by a written warranty, the duration of the implied warranty is the same as the duration of the written warranty.
    2. The duration is usually not less than 60 days nor more than one year.
    3. If there is no written warranty, the implied warranty lasts one year.
    4. For products costing $50 and more, the duration of the warranty is extended while the product is being repaired.
    5. Implied warranties do not apply to food, personal care or cleaning products, wearing apparel, or shoes and accessories made of woven material, yarn, fiber, leather, or similar materials.
    6. Disclaimers:
      a. The Song-Beverly Act states that written warranties may not disclaim any implied warranty.
      b. Implied warranties can be disclaimed in a new product sold without a written warranty, if the disclaimer is conspicuously attached to the product that is being sold on an "as is" basis.

2. Enforcing the Warranty Act
  a. You can reject and return a product immediately upon delivery and before acceptance.
  b. If you have already accepted the product, you can:
    1. First notify the seller of your claim in writing, with a copy sent to the manufacturer; give him time to make adjustments.
    2. Keep the product and seek money for losses and damages.
    3. Cancel the sale, return the product, and ask for your money back.
  c. If the defect is minor, you can keep the product and make a claim for payment of damages.
  d. You may return a defective product only if you didn't know about the defect when you bought the product, or if the seller had told you the defect would be fixed and then didn't fix it.
  e. If the return was proper, you can:
    1. Recover the downpayment and any installments made.
    2. Recover the money for incidental damages.
    3. Recover the cost of financing.
  f. If the seller won't honor your claim or has gone out of business, you can sue the financing agency, if that is part of your contract.
  g. Legal recourse:
    1. Small Claims Court:
      a. You can sue for up to $1,500.
      b. It costs less than $10 to file.

        - c. You represent yourself.
    - 2. Civil Suit:
        - a. There is no criminal action.
        - b. Civil suits can be costly.
    - 3. Class Action Suit:
        - a. An individual sues for damages on behalf of himself and others harmed in the same way.
        - b. The class must have 100 or more plaintiffs.
        - c. The total claim is limited to $50,000; each claim must be at least $25.
        - d. Members of the class must be notified of the intent to sue.
- h. Limitations of the Warranty Act:
    - 1. It doesn't require dispute settling mechanisms.
    - 2. It doesn't define what a "defect" is.
    - 3. The product quality is not covered.

3. Service Contracts
    - a. Service contracts are not warranties.
    - b. Contracts can be made with a retailer or a third party, such as a service company.
    - c. The contractor promises to repair or service the product.
    - d. Compare the cost of the contract with expected repairs after the warranty expires. The contract may not be economical.
4. Used Car Disclosures
    - a. Under California law, an unwritten implied warranty of fitness is present in most retail sales of both new and used cars even when there is no written warranty.
    - b. In May 1985, the FTC passed a ruling that a disclosure must be placed on the window of any used car for sale "as is" or with any type of warranty:
        - 1. A statement must be included saying that spoken promises are difficult to enforce.
        - 2. An encouragement must be included to have an outside mechanic look at the car.
        - 3. An encouragement must be included to get agreements in writing.
        - 4. If there's a service contract, this should be noted on the statement.
        - 5. A list of known defects in the used car must be included.
5. Labels (See also Food Labeling in Nutrition Unit.)
    - a. The Federal Trade Commission governs truthfulness of advertising claims.
    - b. The Food and Drug Administration enforces the Fair Packaging and Labeling Act of 1966.
        - 1. The Act requires product identification on the label in the common or usual name of the product.
        - 2. The Act requires a statement of quantity, weight, measure, or count on the package.
        - 3. Ingredients must be listed in descending order of their amount in the product. (Greatest to least.)
        - 4. Artificial colorings, flavorings, and chemical preservatives must be listed.

5. Products with Standards of Identity (recipe registered with the FDA) do not have to list ingredients if they follow the recipe.
6. Information must appear in readable type size in a color contrasting the color of the label.
7. Products making a nutritional claim must give corresponding nutrition information.
8. Universal Product Code:
    a. This is a small block of parallel lines of various widths, with numbers.
    b. Computerized checking equipment scans the code for automatic check out and also functions as the inventory-keeping device.

c. Miscellaneous Labeling Requirements:
    1. Wool Products Labeling Act (1939): Mandatory fiber labeling by percentages in products containing wool.
    2. Fur Products Labeling Act (1951): Mandatory labeling of fur products as to source.
    3. Textile Fiber Products Identification Act (1958): Requires fiber content identifictaion in clothing and textile products.
    4. Hazardous Substances Labeling Act (1960): Controls labeling of packages of hazardous household substances.
    5. Cigarette Labeling and Advertising Act (1967): Requires a warning label on cigarettes.

In-Class Activities:

1. Bring in different written warranties. Have students read the warranties and answer specific questions about their coverage.
2. Have students role-play situations where they have a defective product: contacting the seller and making an effective complaint. This helps build their verbal, social, and assertiveness skills.
3. Demonstrate setting up a record-keeping or filing system for keeping written warranties. Students can do this at home and bring their files to class for checking.
4. Go over food and other product labels, highlighting requirements and showing how they are fulfilled on actual food labels and other product labels.

Self-Study:

1. Have students visit at least two used car lots. They should act as though they're going to purchase a used car. Have them test drive it (if licensed) and write a report on the experience: include in the report any cautionary information posted on windows of used cars.
2. Have students set up a record-filing system for keeping written warranties. They should bring it to class for checking.
3. Have students go to a drug or grocery store and compare three brands of at least two separate products by comparing ingredients listed on the label. Which would they purchase and why? Turn in a written report.

Evaluation:

1. Grade reports and projects in the Self-Study section.
2. For students whose writing skills are not as advanced as their verbal skills, grade their role-playing of making a complaint about a defective product (In-Class Activity #2).

Resources:

VOICE Bibliography:

Advertising
Agencies That Protect the Consumer
Be Ad Wise
The Compleat California Consumer Catalogue
Consumer Action Curriculum
Consumer Complaint Handling in America: Final Report
Consumer Education Series
Consumer Guide to Used and Surplus Home Appliances and Furnishings
Consumer Skills
Directory, Federal, State, County and City Government Consumer Offices
Equipment in the Low Income Home
The Expert Consumer: A Complete Handbook
Goods, Services and Values: Consumer Education for Young Learners
The Irresponsible Consumer
The Product Liability Controversy: A Handbook for Consumers
The Shopping Game
Supplemental Material for Consumer Education
There Is A Law Against It
Using Arithmetic in Shopping
Warranties and the Consumer
Wear and Care
What's Behind A Warranty

VESL Bibliography:

Fletcher, William and Patrick Kelley. Finding A Good Used Car.
Roderman, Winifred Ho. Reading and Following Schedules.
State University of New York. "English for Living" modules.

ITEM NO: 05902-AV DATE ENTERED: 7-22-82

ABOUT THE MARKETPLACE

Kit helps high school students recognize and accept responsibility as consumers, develop effective consumer purchasing techniques based on individual requirements and gain practical experience in the marketplace. Contains filmstrip, leaflets, LP record, projects, labels, and teacher guide.

AUTHOR: Procter and Gamble Company
DATE: 1974
PAGES: Various
SOURCE: Professional Services Division, Procter and Gamble Company

ITEM NO: 03838 DATE ENTERED: 6-22-81

ADVERTISING

LAP provides an introduction to advertising from a consumer's point of view. Covers topics of:

Definition and description of advertising
Categories of advertising
Approaches used by advertisers
Methods of deceptive advertising
Suggestions for using advertising constructively

Includes teacher's guide, student material and pre and post-tests.

RELATED INFORMATION: Part of a series: #03821, #03827, #03828, #03837 - #03840

AUTHOR: William L. Johnston
DATE: 1975
PAGES: Various
SOURCE: United Graphics, Inc., Seattle, WA

ITEM NO: 05899-AV DATE ENTERED: 7-22-82

ADVERTISING AND CONSUMER MOTIVATIONS

Filmstrip and LP record discuss the functions of advertising and how it affects consumer behavior. Provides hints for the use of advertising as a consumer decision making tool.

AUTHOR: J.C. Penney
DATE: 1972

LENGTH: 12 Minutes
SOURCE: J.C. Penney Company, Educational and Consumer Relations, New York, NY

ITEM NO: 06053-AV DATE ENTERED: 7-27-82

AGENCIES THAT PROTECT THE CONSUMER

Series of six filmstrips is designed to inform the student of the protection afforded consumers by various organizations. Can supplement junior and senior high courses in business, economics or consumer education. Considers agencies: Food and Drug Administration; Federal Trade Commission; Post Office Department; Department of Agriculture; and state, county, and independent services.

AUTHOR: Universal Education and Visual Arts
DATE: 1970
LENGTH: One hour total running time
SOURCE: Universal Education and Visual Arts, New York, NY

ITEM NO: 06058-AV DATE ENTERED: 10-25-82

BANKING

Audio-visual set provides low vacabulary banking instruction to consumer education instructors. Explores such topics as opening accounts, withdrawing money and using checks and other relted bank forms. Includes student workbooks with activities and exercises.

AUTHOR: Interpretive Education
DATE: 1974
SOURCE: Interpretive Education, Kalamazoo, MI

ITEM NO: 02572 DATE ENTERED: 10-1-80

BASIC SKILLS GUIDE

Basic Skills Guide for Home Economics Programs. Guide is broken down into two major sections: Section I - Competencies, Outline of Tasks and Skill Development (for the teacher); Section II - Reading and Writing Sections (for the students); including the following topics:

Consumer Education/Independent Living
Relationship Classes (Parenting/Child Development, Marriage and Family, Changing Roles)
Consumer Foods/Nutrition
Consumer Clothing/Related Arts
Introduction to Careers

AUTHOR: Los Angeles Unified School District
DATE: 1980
PAGES: 153

SOURCE: Los Angeles Unified School District
Division of Career and Continuing Education

ITEM NO: 02509 DATE ENTERED: 8-5-81

BE A $MART CONSUMER

Home economics resource helps students develop decision making skills for their living environment. Units cover areas of advertising, food, clothing, housing and transportation. Each unit lesson has learning objectives, information, and short answer exercises. Material is designed for individual use. Concludes with a glossary.

AUTHOR: Elizabeth Ann Dipaola
DATE: 1978
PAGES: 238
SOURCE: New Jersey State Department of Education

ITEM NO: 05840 DATE ENTERED: 1-29-82

BE AD-WISE

Guide designed to help secondary, special-needs students use ads wisely. Covers how to use ads to find out who is advertising what; where and when products and services are available; and how much products and services cost. Includes how to read the special vocabulary in ads and how to use ads for comparison shopping. Includes teacher's manual.

AUTHOR: Jack Canario
DATE: 1981
PAGES: 64
SOURCE: Janus Book Publishers, Hayward, CA

ITEM NO: 05792-AV DATE ENTERED: 3-4-82

THE BUY LINE

Film, teacher's manual, and worksheets for high school students on consumerism and advertising. Discusses the psychology of advertising, how students withstand the appeal of advertising and objectively evaluate a given product, and what to do about consumer fraud. Includes classroom projects, suggested speakers and how to locate them, worksheets, and bibliography.

AUTHOR: Bureau of Homemaking Education
DATE: Unknown
PAGES: Unknown
SOURCE: Bureau of Homemaking Education, California State
Department of Education

ITEM NO: 05901-AV DATE ENTERED: 7-22-82

BUYER BEWARE

Set of filmstrips and LP records provides a look at consumers in the market place and how society and circumstance affect buying decisions.

Consumer Rights - Looks at the history of economics and present amount of consumer protection.

Consumer Responsibilities - Makes students aware of their potential impact on the kind and quality of products offered.

The Consumer as an Individual - Deals with lifestyle choices.

The Consumer Society - Discusses the interaction of the consumer and producer.

Alternatives in the Marketplace - Explains decision making.

Something in Common - Case study showing tht attitude about money, not amount, determines value.

AUTHOR: Joshua Tree Productions, Inc.
DATE: 1971
LENGTH: Two hours for the set
SOURCE: Westinghouse Learning Corporation, New York, NY

ITEM NO: 01790 DATE ENTERED: 10-14-81

BUYING YOUR HOUSE: A COMPLETE GUIDE TO INSPECTION AND EVALUATION

Assists prospective home buyers to save money and avoid serious defects and pitfalls of house hunting. Contains a glossary of technical terms. Topics discussed include:

First impressions
An overview of the outside
Looking at the exterior construction
Looking at the interior construction
The finished interior
Heating and mechanical equipment
Some climate control devices
Securing your house against burglary
Special types of houses - and their problems
Remodeling and Renovating Second-Hand houses
Evergy saving
Home Insurance policies and inspection services

AUTHOR: Joseph C. Davis and Claxton Walker
DATE: 1975

PAGES: 252
SOURCE: Emerson Books, Inc., Buchanan, NY

ITEM NO: 01783 DATE ENTERED: 10-30-81

CARING FOR A HOME

Package of teaching aids for a unit on he principles, products, and procedures involved in caring for the home, for seventh to twelfth grade students as well as youth groups, 4H, Scouts, etc. Also can be used in college classes or adult groups studying Home Equipment, Home Management, or Home Economics. Includes student text, workbook, educator's guide, transparency masters, and wall chart. Topics include:

Personal standards for home care
Organizing for cleaning
Cleaning products available to get the job done
Consumer decision making related to home care products
Dishwashing

RELATED INFORMATION: Part of series "Procter and Gamble teaching aids", additional documents include: #06459 Food Preparation; #01782 Personal Care; #01784 Learning About Laundering

AUTHOR: Procter and Gamble Company
DATE: 1977
PAGES: Various
SOURCE: Procter and Gamble Company, Cincinnati, OH

ITEM NO: 06984 DATE ENTERED: 11-21-83

CLEAN YOUR ROOM: A CONSUMER CLEAN-UP KIT FOR INDOOR POLLUTANTS

Packet includes a poster describing indoor pollutants and what to avoid. Also includes information sheets on: Household Products, Asbestos, Lead, Formaldehyde, Pesticides, Plastic Pipe, Tobacco Smoke, Combustion Pollutants, Particles, Radon, Nonionizing Radiation, Air Ions, Odors, Noise, and Light.

AUTHOR: California Department of Consumer Affairs
DATE: No date
PAGES: Various
SOURCE: California Department of Consumer Affairs

ITEM NO: 06513 DATE ENTERED: 4-20-83

COMMUNITY SURVEY REPORT - CONSUMER AND HOME AND FAMILY LIFE

Phase I report of a project that surveyed residents of a technical institute service area to determine their needs for consumer and homemaking education. Contains the survey results, which were particularly related to management of resources in the family and consumer issues, as well as a copy of the instrument used in the project.

AUTHOR: Janet Bourque
DATE: 1982
PAGES: Various
SOURCE: Lake Washington Vocational Technical Institute,
Kirkland, Washington

ITEM NO: 01336 DATE ENTERED: 9-17-80

THE COMPLEAT CALIFORNIA CONSUMER CATALOGUE

Provides information on 40 consumer topics. Includes buying tips and explains rights of California consumers. Contains references for further information and/or assistance on specific issues. Lists local consumer agencies and groups in California. Topics include:

Landlord-tenant
Credit
Mail Order

Warranties
Advertising
Health

RELATED INFORMATION: See Consumer Action Curriculum #1378

AUTHOR: Janice Agee, Editor
California Department of Consumer Affairs
DATE: 1981
PAGES: 218
SOURCE: California Department of Consumer Affairs

ITEM NO: 03519 DATE ENTERED: 3-5-82

CONCEPTUAL FRAMEWORK FOR CONSUMER EDUCATION FOUNDATIONS: INFLUENCES OF INDIVIDUAL AND FAMILY EXPECTATIONS OF THE CONSUMER

Curriculum and planning guide for high school and junior high school teachers of home economics, consumerism, family life. Emphasizes decision making, self-awareness and the effect management of money have upon personal and family life. Examines standard of living expectations, socio-economic influences on the level of living, and source of family values.

RELATED INFORMATION: Series Units: #03516 - #03521,
#03645 - #03646

AUTHOR: Vocational Instructional Materials Laboratory, and the
Indiana State University
DATE: Unknown
PAGES: 28
SOURCE: Indiana State University, Terre Haute, IN

ITEM NO: 03518 DATE ENTERED: 3-5-82

CONCEPTUAL FRAMEWORK FOR CONSUMER EDUCATION FOUNDATIONS MANAGEMENT OF EXPENDITURES

Curriculum and teaching guide to provide high school and junior high school teachers with learning objectives and concepts, learning activities, and resources for money management and expenditures.

AUTHOR: Elsie Fetterman and Charles Klamkin
DATE: 1976
PAGES: 257
SOURCE: John Wiley and Sons, Inc., NY

ITEM NO: 05857-AV DATE ENTERED: 7-22-82

CONSUMER EDUCATION SERIES

Cassette sound filmstrip series provides consumer education material for a variety of classroom situation. Titles are:

Let the Buyer Beware
Money is the Medium
The Consumer and the Government
How to Buy Clothes
How to Buy food
How to Buy a Used Car

Includes a teacher's guide with objectives for the course and suggestions for additional learning experiences.

AUTHOR: McGraw-Hill Films
DATE: 1972
SOURCE: McGraw-Hill Films, New York, NY

ITEM NO: 03794-AV DATE ENTERED: 7-20-82

CONSUMER FILMSTRIP SERIES

Set of three filmstrips provides basic defintions for consumers. The first filmstrip, "Our Roles as Consumers", provides a veiwpoint of our allocations of time, money and effort as resource spending, and the interaction between resources and consumption. "Consumers in the Marketplace" looks at how decision making can help bridge the gap between limited resources and unlimited wants. The last filmstrip, "Consumers in Action", shows some trade-offs between spending and saving/insurance allocations.

AUTHOR: Institute of Life Insurance
DATE: 1978
SOURCE: Institute of Life Insurance, New York, NY

ITEM NO: 01502 DATE ENTERED: 10-13-81

A CONSUMER'S GUIDE TO PSYCHOTHERAPY

Reference book to help those seeking psychiatric assistance to know what is involved in therapy and how to choose a therapist. Main section headings are:

Report includes complete data breakdown of answers to questionnaire, as well as guidelines to classroom teachers conducting their own follow-up studies.

AUTHOR: Glenda B. Crawford
DATE: 1981
PAGES: 51
SOURCE: University of North Dakota

ITEM NO: P-0666 DATE ENTERED: 2-8-84

CONSUMER AND HOMEMAKING INSERVICE EDUCATION

Second and third quarterly status reports outline a project to increase professional growth and knowledge through the presentation of eight one-day seminars on consumer and homemaking education.

PROJECT STARTING DATE: November, 1982
FINAL REPORT DATE: May, 1983
PAGES: 15
PROJECT DIRECTOR: Bonnie J. Rader
INSTITUTION: California State University, Long Beach

ITEM NO: 05427 DATE ENTERED: 10-20-81

CONSUMER INFORMATION

Leaflets present consumer information on a variety of subjects: Consumer Contracts; Consumer Credit; Debt Management; Frauds and Swindles; Buying from Door-to-Door Salespersons; household Inventory Records. Each leaflet defines the subject's specialized terminology, describes situations and alternatives, and presents legislation that protects consumers in the particular area covered.

AUTHOR: Desmond A. Jolly
DATE: 1981
PAGES: Various
SOURCE: Division of Agricultural Sciences, University of California, Berkeley

ITEM NO: 04750 DATE ENTERED: 12-19-83

CONSUMER MATHEMATICS CURRICULUM GUIDE

Guide provides a curriculum outline, performance objectives, and relted activities for teaching a course in consumer mathematics at the secondary level. Topics addressed in this one-year course are Personal Finances, Transportation, Housing, Taxes, Insurance, Money Saving Activities, Investment, and Budgeting.

AUTHOR: Office of Academic Programs
DATE: 1981
PAGES: 37
SOURCE: Louisiana State Department of Education

Designed to increase student awareness to aid all areas of independent life.

RELATED INFORMATION: Series Units: #03516 - #03521,
#03645 - #03646

AUTHOR: Indiana State University and Vocational Instructional Materials Laboratory
DATE: Unknown
PAGES: 76
SOURCE: Indiana State University, Terre Haute, IN

ITEM NO: 06968 DATE ENTERED: 8-30-83

THE CONFIDENT CONSUMER

The Confident Consumer is a comprehensive text designed to help students make financial and economic decisions. The text uses graphics extensively (photographs, charts, tables) and reinforces basic concepts with case studies. Each chapter begins with learning objectives and ends with lists of related terms, review questions, discussion questions, and activities. A glossary and index are provided at the end of the text. Also included is an instructor's guide and answer key.

AUTHOR: Sally R. Campbell
DATE: 1982
PAGES: 368
SOURCE: The Goodheart-Willcox Company, Inc., South Holland, IL

ITEM NO: 05527-AV DATE ENTERED: 11-10-81

THE CONTEMPORARY CONSUMER SERIES FILMSTRIPS

An audiovisual series dedicated to the consumer. Discusses consumer principles such as advertising and money management through a series of case studies. Eight filmstrips and cassette tapes cover understanding the marketplace, money management, financial security, housing, food and clothing, transportation, health, education, recreation, and the law.

AUTHOR: University Films/McGraw-Hill
DATE: 1975
LENGTH: Approximately 1 hour
SOURCE: McGraw-Hill Book Company, Palo Alto, CA

ITEM NO: 01378 DATE ENTERED: 9-18-80

CONSUMER ACTION CURRICULUM

Designed for use by high school, adult education, and community college programs. Provides case studies, student activities, and discussion questions to promote class involvement.

Intended to encourage students to use information learned in class in everyday consumer transactions. Emphasizes self-help procedures for consumer problems. Includes bibliography of consumer action materials for further reference.

Topics include:

How to voice grievances and obtain refunds
Door-to-door sales
Motor vehicles
Being active in the legislative process

RELATED INFORMATION: See California Consumer Catolog #01336

AUTHOR: Janice Agee, Editor
California Department of Consumer Affairs
DATE: 1978
PAGES: Various
SOURCE: California Department of Consumer Affairs

ITEM NO: 06067-AV DATE ENTERED: 7-27-82

CONSUMER AWARENESS: SUPPLY, DEMAND, COMPETITION AND PRICES

Sound filmstrip set shows students how their selections as consumers affect the quality and type of goods available for sale. Gives insight into what factors affect price and how competition benefits consumers. Uses everyday examples to illustrate economic principles.

Includes instructor's guide with activity sheets, discussion questions and teaching suggestions.

AUTHOR: Joann Brown
DATE: 1981
LENGTH: 11 Minutes
SOURCE: Butterick Publishing, New York, NY

ITEM NO: 02516 DATE ENTERED: 2-18-82

CONSUMER COMPLAINT HANDLING IN AMERICA: FINAL REPORT

Final report on study to determine complaint-handling practices used by government, business, and private voluntary groups to resolve consumer problems. Examines adequacy of practices, and recommends alternative approaches to the handling of consumer complaints. Includes preliminary report.

AUTHOR: U.S. Office of Consumer Affairs
DATE: 1979
PAGES: Various
SOURCE: U.S. Office of Consumer Affairs, and the Department of
Health, Education, and Welfare

ITEM NO: 03829 DATE ENTERED: 6-29-81

CONSUMER CONTRACTS

LAP introduces students to consumer contracts in their simplest form. Shows the elements which make a contract legal and binding; lists the 6 most common consumer contracts encountered; points out the information a contract should contain; and gives a list of actions a consumer should complete before signing a contract. Also includes a section on "Marriage Contracts." LAP takes approximately 3 to 4 hours to complete.

AUTHOR: William L. Johnston
DATE: 1975
PAGES: Various
SOURCE: United Graphics, Seattle, WA

ITEM NO: 03136 DATE ENTERED: 12-20-82

CONSUMER ECONOMICS: THE CHECKING ACCOUNT

An adult performance level curriculum identifies skills and knowledge which provide functional literacy in a specific activity. Performance goal of this guide is to be able to use a checking account as a system of exchanging money. Includes concepts of a checking account, all information about writing, recording, cashing, and depositing checks.

AUTHOR: Hawaii State Department of Education
DATE: 1977
PAGES: Various
SOURCE: Hawaii State Department of Education and the
University of Hawaii

ITEM NO: 03293 DATE ENTERED: 1-31-81

CONSUMER EDUCATION CURRICULUM GUIDE

Comprehensive, easy-to-use two part guide for teachers of high school level classes on consumer education. Includes sections covering media, credit, financial planning and consumer skills. Includes teaching techniques, suggested student activities, materials-resources, and extracts from magazines and government laws.

Each section has its own indexed appendix and evaluation instruments. Also includes government pamphlets.

AUTHOR: Gladys Judes and others
DATE: 1980
PAGES: Various
SOURCE: Home Economics Education Workshop, University of
Arizona

ITEM NO: 06097 DATE ENTERED: 12-29-82

CONSUMER EDUCATION FOR FAMILIES WITH LIMITED INCOMES - INCLUDES SPANISH SUPPLEMENT

Guide is designed as an aid for teaching disadvantaged adults. Contains information on poverty and its effects on families; suggestions for planning, teaching, and evaluating consumer education programs for disadvantaged adults; guidelines for working with disadvantaged adults on a one-to-one basis; and suggestions for using materials. Includes units on decision making, planning, buying, banking, borrowing, saving, insuring, sharing, earning and protecting. The Spanish Supplement should aid the teacher in working with adults who speak only Spanish or who speak Spanish as their first language.

AUTHOR: Texas Tech University
DATE: 1980
PAGES: Various
SOURCE: Texas Tech University, Lubbock, TX

ITEM NO: 05716-AV DATE ENTERED: 12-18-81

CONSUMER EDUCATION PACKAGE

An outline of a unique consumer philosophy with the concepts of microsensibility and macro-responsibilities forming the base of the philosophy. Defines micro-responsibility as consumer decisions based on what is best for the individual and his or her family, and macro-responsibility as a sense of responsibility to the world community. Contains classroom lessons, philosophy outline, and a poster.

AUTHOR: J.C. Penney Consumer Education Service
DATE: 1981
PAGES: Various
SOURCE: J.C. Penney Inc., New York, NY

ITEM NO: 01283 DATE ENTERED: 9-17-80

CONSUMER EDUCATION IN PRACTICE

Textbook acquainting students with basic concepts of consumer practices. Discusses responsibilities of consumers and methods of purchasing intelligently. Explains the limits of legislation aimed at protecting the consumer. Includes the following topics:

The consumer and government
Food, clothing, appliances
Housing
Insurance
Money and the family income
Consumer frauds

Background for decision
Choosing a psychotherapist
Patient's role in therapy
Drugs and physical problems
Samples of therapy sessions

Attempts to help individuals solve their own problems, decide when to seek professional help, choose professional help, take advantage of free facilities and evaluate their therapist.

Annotated bibliography included.

AUTHOR: Daniel N. Wiener
DATE: 1975
PAGES: 315
SOURCE: Hawthorn Books, Inc., NY

ITEM NO: 01837 DATE ENTERED: 3-12-81

CONSUMER GUIDE TO USED AND SURPLUS HOME APPLIANCES AND FURNISHINGS

Written for use in home equipment, consumer economics, and family economics courses. Also suited for use in extension programs and in adult education work in the home economics area. Outlines where to shop, appliance prices, service life expectancy, proper maintenance, routine repairs, use and care safety precautions, and home furnishings care. Contains simple tests and checklists to help consumers evaluate the quality of goods offered.

AUTHOR: Patricia Wilson
DATE: 1973
PAGES: 182
SOURCE: Houghton Mifflin Company, Boston, MA

ITEM NO: 05706 DATE ENTERED: 12-17-81

CONSUMER HANDBOOK TO CREDIT PROTECTION LAWS

A booklet explaining basic credit principles and practices in simple language. Covers the use of credit cards, checking and savings accounts, electronic banking, mortgages and other loans, and credit history. Also includes a glossary of terms and a listing of federal reserve banks.

AUTHOR: Board of Governors of the Federal Reserve Board
DATE: 1981
PAGES: 44
SOURCE: Publications Services, Division of Support Services,
Board of Governors of the Federal Reserve System,
Washington, DC

ITEM NO: 01490 DATE ENTERED: 9-17-80

CONSUMER HEALTH

Paperback book, helps consumers choose between available health services. Offers advice for selecting physicians and other practitioners, hospitals, health products, and health payment plans. Includes list of professions in the health field and description of the job duties involved, educational requirements, employment opportunities, and where to write for additional information. Additional topics include:

Major types of quackery today
Mail Fraud
Financing medical care costs

AUTHOR: Kenneth L. Jones and others
DATE: 1971
PAGES: 118
SOURCE: Canfield Press, San Francisco, CA

ITEM NO: P-9396 DATE ENTERED: 11-6-81

CONSUMER AND HOMEMAKING EDUCATION PERSONNEL TRAINING PROJECT

Report summarizes project efforts to implement and evaluate effective training procedures for teaching personnel in the field of homemaking and consumer education, especially at the secondary and adult education levels. Special focus is given to the problems of teaching the handicapped, teaching housing and related issues, teacher education conferences and organizing CHE/HERO roadshows.

Fiscal considerations and detailed objectives of the project are included.

PROJECT STARTING DATE: October 1, 1980
FINAL REPORT DATE: September 30, 1981
PAGES: Various
PROJECT DIRECTOR: Phyllis A. Marcus
INSTITUTION: San Mateo County Office of Education

ITEM NO: 05636 DATE ENTERED: 12-15-81

CONSUMER HOMEMAKING EDUCATION: WHAT ARE THE IMPACTS?

The North Dakota Consumer Homemaking Follow-up Survey was developed to chart the impact of consumer homemaking education on students in regard to present independent living skills. Specific objectives were to correlate former student status with respect to present employment, education, or marriage; determine the impact of homemaking instruction, and the impact of participation in the Future Homemakers of America organization.

ITEM NO: 00403 DATE ENTERED: 9-18-80

CONSUMERS: A PERSONAL PLANNING READER (FOR YOU AND ME)

Guide to personal economics for consumers. Offers selection of articles and documents enabling readers to become more efficient consumers. Each section contains information needed in the daily choices of goods and services. Topics discussed include:

Consumerism on the Move
Bargain Jargon
Purchasing a Home
Tax Help
Planning Your Spending
Picking a Professional
Investment Tips

AUTHOR: Nancy Z. Spillman
DATE: 1976
PAGES: 345
SOURCE: West Publishing Company
St. Paul, New York, Boston, Los Angeles, San Francisco

ITEM NO: 07277 DATE ENTERED: 8-15-83

CONSUMER POWER: CLASSROOM STRATEGIES FOR CONSUMER EDUCATION

Written by consumer education teachers, this guide is for consumer education as well as other teachers who want to infuse some aspects of consumer education into their classes.

Units are on: Decision Making; Banking; Wise Buying; Credit; Contracts; Buying a Car; Insurance; Consumer Rights, Living on Your Own.

Included in each unit are strategies, resources, background, and student activities with reusable student learning packets for some units.

AUTHOR: Susan Abate and Nancy Farrell Lucia
DATE: 1983
PAGES: 162
SOURCE: Scott, Foresman and Company, Glenview, IL

ITEM NO: 01936 DATE ENTERED: 2-19-82

CONSUMER'S RESOURCE HANDBOOK

Handbook designed to help the consumer locate sources of assistance in both governmental and nongovernmental problems with products and services. includes directory of Federal and Local agencies with brief descriptions of services and information offered.

AUTHOR: Esther Peterson and others
DATE: 1979
PAGES: 73
SOURCE: The White House Office of the Special Assistant for
Consumer Affairs, Washington, DC

ITEM NO: 01286 DATE ENTERED: 1-20-81

CONSUMER SKILLS

Money management text written for high school students. Text concentrates on developing shopping skills and teaching students how to use resources wisely. Text divided into five main sections:

Managing money
Sharpening your shopping skills
Protecting yourself
Looking ahead
The environment and the economy

Chapters within each section end with questions and suggested projects.

AUTHOR: Irene Oppenheim
DATE: 1977
PAGES: 415
SOURCE: Charles A. Bennett Co., Peoria, IL

ITEM NO: 06312 DATE ENTERED: 1-24-83

THE CONSUMER'S WORLD: ECONOMIC ISSUES AND MONEY MANAGEMENT

Textbook and instructor's guide provide a multidisciplinary approach to teaching consumer education.

Contains sections on consumer problems, the changing role of consumers; bying food; sundry and dangerous products; money management; investments; and local, state and federal taxes.

Instructor's guide contains quizzes and suggested references for additional reading.

AUTHOR: E. Thomas Garman and Sidney W. Eckert
DATE: 1979
PAGES: 512
SOURCE: McGraw-Hill, Inc., San Francisco, CA

ITEM NO: 01399 DATE ENTERED: 11-17-81

COPING WITH A CASHLESS SOCIETY

Package of materials, contains teaching ideas for a course or unit in Consumer Education on the Electronic Funds Transfer Systems (EFTS). Includes basic information, bulletin posters, and activity masters for duplication. Bibliography.

Section titles include:

The Language of EFTS
Perspectives on EFTS
EFTS and Legal Issues: An Emergin Battleground

RELATED INFORMATION:	Part of a series "Insights Into Consumerism", additional documents include: #01395 Understanding Our Economy; #01396 Women and Retail Credit; #01397 Understanding Advertising; #01398 Electricity, the Individual, and the Energy Crisis; #01521 Who's Responsible for Product Safety; #04070 Personal Privacy in an Information Society; #04071 Consumer Spending Power.

AUTHOR: Educational Relations Department, J.C. Penney Company, Inc.
DATE: 1976
PAGES: Various
SOURCE: J.C. Penney Company, Inc., Educational Relations Department

ITEM NO: 01133 DATE ENTERED: 9-30-81

CREATIVE LIVING: BASIC CONCEPTS IN HOME ECONOMICS

Student textbook covers a variety of topics in Home Economics. Emphasizes using self expression in making decisions about food, clothing, shelter, family, friends, and one's self.

Appendix includes Recommended Dietary Allowance Table, Table of Food Values, Clothing Size Chart, and Stain Removal Chart. Chapters conclude with questions and activities on the reading material. Illustrated.

Major topics include:

Personal and Family Relationships
Consumer and Home Management
Food and Nutrition
Clothing and Textiles

AUTHOR: Josephine A. Foster and others
DATE: 1979
PAGES: 504
SOURCE: Butterick Publishing Company

ITEM NO: 03836 DATE ENTERED: 7-29-81

CREDIT CARDS

LAP provides students with facts and cautions needed to make efficient use of credit. Information describes:

Credit cards and what types are available
How to use credit cards
How to establish a credit rating
How to understand credit card agreements
How the law protects consumers who use credit

Can be used as a group or individual experience. Includes a teacher's guide with additional information, suggested activities, and references.

AUTHOR: Sally R. Campbell
DATE: 1976
PAGES: Various
SOURCE: United Graphics, Seattle, WA

ITEM NO: 06009-AV DATE ENTERED: 1-19-83

CREDIT: WHO PAYS?

Package contains instructional materials for helping students examine the convenience and cost of consumer credit. Presents the following topics: Shopping with credit; Credit counseling; Bankruptcy; and Cash discounts. Includes a poster that defines credit.

AUTHOR: J.C. Penney Company, Consumer Education Services
DATE: 1982
PAGES: Various
SOURCE: J.C. Penney Company, Consumer Education Services, New York

ITEM NO: 01903 DATE ENTERED: 7-15-82

CREDIT: WHO PAYS? FORUM INSIGHTS TEACHING PACKAGE

Micro/macro consumer education packet of instructional materials. Contains background information on the changing credit environment and how it is affecting the cost of credit. Includes poster designed to stimulate discussion on consumer credit issues; activity sheets describing case studies to promote awareness of credit-cost factors and the impact of consumer credit-related behavior on the national economy; and a consumer information guide.

AUTHOR: J.C. Penney, Inc.
DATE: 1982
PAGES: Various
SOURCE: J.C. Penney, Inc., New York, NY

ITEM NO: 05725 DATE ENTERED: 1-4-82

CREDIT UNIONS

Packet of various pamphlets on consumer education intended primarily for senior high or older students.

Primary topic is the credit union's role in consumerism and personal money management. Topics cover savings, loans, checking, statistical reports on credit union usage, speculation on future financial needs, and a history of the credit union movement. Includes personal consumer guide and numerous resource lists.

AUTHOR: Credit Union National Association, Inc.
DATE: 1980
PAGES: Various
SOURCE: Credit Union National Association, Inc., Madison, WI

ITEM NO: 02523 DATE ENTERED: 3-5-82

CURRICULUM MATERIALS IN CONSUMER EDUCATION

Curriculum development model for high school and adult consumer education classes. Outlines explicit models and structural frameworks to develop necessary competency requirements for each task and cognitive objective.

AUTHOR: Marjorie Brown and Sharon Strom
DATE: Unknown
PAGES: Various
SOURCE: Minnesota State Department of Education

ITEM NO: 05689-AV DATE ENTERED: 12-16-81

A DAY IN THE LIFE OF HARVEY MACNEILL

Film portrays a family living on a reduced income due to an employment layoff. Harvey and his family demonstrate ways to enhance lifestyle by taking advantage of community resources and services. Activities in teacher's guide are designed to show individuals and families ways to expand lifestyle without expending income. Worksheets for discussion guide and list of community resources included.

AUTHOR: Bureau of Homemaking Education
DATE: Unknown
LENGTH: 9 Minutes
SOURCE: Bureau of Homemaking Education/California Department
of Education

ITEM NO: 06014-AV DATE ENTERED: 7-26-82

DEBT - THE FLIP SIDE OF PARADISE

Slide/tape presentation provides high school level and adult groups with information on the problems associated with the use of consumer credit. Contains suggestions for money management techniques such as budgeting. Also includes pamphlets with additional credit using techniques.

AUTHOR: De Alberich and Associates, Inc.
DATE: 1973
LENGTH: 80 Slides
SOURCE: Associates Credit Bureaus, Inc., Houston, TX

ITEM NO: 06052-AV DATE ENTERED: 7-27-82

DECISIONS DECISIONS

Teaching unit contains four modules relating consumer decision making and quality of life design. Modules consist of 40 interactive exercises that explore essential skills for communication and decision making. Includes communication game, role playing scenerios, simulations, case studies, improvisations, cassette tapes, activity sheets, posters and an interactive dialogue.

AUTHOR: J.C. Penney Company, Inc.
DATE: 1976
PAGES: Various
SOURCE: J.C. Penney Company, Inc., Educational Relations Department, New York, NY

ITEM NO: 06839 DATE ENTERED: 8-29-83

DECISIONS FOR INDEPENDENT LIVING

Textbook helps prepare persons for the transition and responsibilities associated with independent living. Topics covered include managing checking and savings accounts, using credit, purchasing insurance, finding a job, housing, decorating, and buying furniture. Also included is information on cooking, clothing, personal resource management, decision making, and relationships.

Illustrations, exercises, activities and worksheets reinforce the text information.

AUTHOR: V. Marie Caughey
DATE: 1982
PAGES: 248
SOURCE: Bennett Publishing Company, Peoria, IL

ITEM NO: 01489 DATE ENTERED: 12-2-80

DIRECTORY, FEDERAL, STATE, COUNTY, AND CITY GOVERNMENT CONSUMER OFFICES

Directory lists offices for consumer to contact when they have a complaint about a product or service. Contains a special summary report of toll-free telephone services provided for consumers in addition to the addresses and phone numbers for federal, state, county, and city government consumer offices in the United States.

Learning Experiences on Energy Awareness
What are Future Alternate Sources of Energy?

RELATED INFORMATION: Part of a series "Insights into Consumerism", additional documents include: #01395 Understanding Our Economy; #01396 Women and Retail Credit; #01397 Understanding Advertising; #01399 Coping with a Cashless Society; #01521 Who's Responsible for Product Safety

AUTHOR: Educational Relations Department, J.C. Penney Company, Inc.
DATE: 1974
PAGES: Various
SOURCE: J. C. Penney Company. "prospects" to separate rhetoric from facts.

AUTHOR: Cosumnes River College
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: Cosumnes River College

ITEM NO: 01389 DATE ENTERED: 11-17-81

ELECTRICITY, THE INDIVIDUAL AND THE ENERGY CRISIS

Package of materials, contains teaching ideas for a cours or unit in Consumer Education on energy needs. Includes basic information, learning experiences, and radio or TV script for this unit.

Section titles include:

Status of Energy in Our Society Today
Learning Experiences on Energy Awareness
What are Future Alternate Sources of Energy?

RELATED INFORMATION: Part of a series "Insights into Consumerism", additional documents include: #01395 Understanding Our Economy; #01396 Women and Retail Credit; #01397 Understanding Advertising; #01399 Coping with a Cashless Society; #01521 Who's Responsible for Product Safety

AUTHOR: Educational Relations Department, J.C. Penney Company, Inc.
DATE: 1974
PAGES: Various
SOURCE: J. C. Penney Company, Inc., Educational Relations Department

ITEM NO: 01829 DATE ENTERED: 11-17-81

EQUIPMENT IN THE HOME

Textbook for college courses and reference source for homemakers, home economists, and business people in the home appliance industries. Can be used for courses in refrigeration, cooking and laundry equipment or courses that deal with physical aspects of residential housing. Each section includes a "Buying Guide" of what to watch for when making appliance purchases. Also includes experiments and demonstrations which emphasize theoretical relationships discussed. Stresses principles that will be useful in the future as well as today. Illustrated. Other topics include:

- Electricity, home lighting
- Kitchen utensils and small electric appliances
- Kitchen designs
- Selection major appliances - ovens and ranges, refrigerators, vacuum cleaners, freezers, air conditioners, water heaters, washers, dryers, dishwashers, etc.

AUTHOR: Florence Ehrenkranz and Lydia L. Inman
DATE: 1973
PAGES: 374
SOURCE: Harper and Row, San Francisco, CA

ITEM NO: 01886-AV DATE ENTERED: 12-29-82

EQUIPMENT IN THE LOW INCOME HOME

Short AV program examines the problems associated with satisfying appliance needs for low income families. Considers buying situations, warranties, prices, and equipment guidelines.

AUTHOR: Karen Craig
DATE: Unknown
PAGES: 5
SOURCE: Association of Home Appliance Manufacturers

ITEM NO: 05416 DATE ENTERED: 10-23-81

THE EXPERT CONSUMER: A COMPLETE HANDBOOK

Book outlines ways to prevent consumer fraud and other consumer-related topics, such as:

- Guarantees and products
- Moving and how to pick a company
- Credit and banking
- Media complaints
- Advertising and the consumer
- Local, state, and federal sources of help for consumers

AUTHOR: Kenneth Eisenberger
DATE: 1977
PAGES: 396
SOURCE: Prentice-Hall Inc., Englewood Cliffs, NJ

ITEM NO: 01747 DATE ENTERED: 2-23-83

EXPLORING LIVING ENVIRONMENTS

Guide developed to assist Home and Family Life Education teachers in identifying the program goals, course or unit objectives and supporting generalizations in the areas of housing. Contains teaching plans for both beginning and advanced levels of instruction. Covers decision-making based on the relationship between housing and the environment and individual, family and societal needs. Includes materials for developing consumer and career education competencies in the housing area.

AUTHOR: Washington State Superintendent of Public Instruction
DATE: 1981
PAGES: 168
SOURCE: Washington State Superintendent of Public Instruction

ITEM NO: 06663-AV DATE ENTERED: 5-24-83

EXPLORING THE MARKETPLACE - YOUR FIRST CAR: BUYING IT AND KEEPING IT RUNNING

AV kit contains material designed to help students make decisions concerning the purchase of their first car. Shows how to shop for credit, insurance, and repair services. Stimulates students into thinking about the costs of car ownership: finance charges, insurance rates, daily gasoline and upkeep expenses.

Includes three filmstrips and accompanying tape cassettes; an instructor's guide with discussion questions and activities; and 31 student guides.

AUTHOR: Consumers Union Educational Services
DATE: 1980
LENGTH: 45 Minutes
SOURCE: Consumers Union Educational Services, Orangeburg, NY

ITEM NO: 03517 DATE ENTERED: 3-5-82

FACTORS AFFECTING BUYMANSHIP

Curriculum and planning guide for high school consumer and home economics classes. Examines factors related to price of consumer goods as related to buymanship, federal protection of consumer, business and consumer roles in advertising, customer rights and responsibilities, and includes learning objectives, activities, and evaluation criteria.

RELATED INFORMATION: Series Units: #03516 - #03521,
#03645 - #03646

AUTHOR: Vocational Instructional Meterials Laboratory, and
Indiana State University
DATE: Unknown
PAGES: 65
SOURCE: Indiana State university, Terre Haute, IN

ITEM NO: 03521 DATE ENTERED: 3-5-82

FACTORS INFLUENCING PURCHASING POWER, AND ELEMENTS DETERMINING FINANCIAL SECURITY

Curriculum and planning guides for high school home economics, consumerism, and independent living skills classes. Examines the factors influencing purchasing power, credit as an influence on purchasing power, government agencies and loans for education, consumer protection laws, and includes learning objectives, activities, and evaluation criteria.

RELATED INFORMATION: Series Units #03516 - #03521,
#03645 - #03646

AUTHOR: Vocational Instructional Materials Laboratory and the
Indiana State University
DATE: Unknown
PAGES: Various
SOURCE: Indiana State University, Terre Haute, IN

ITEM NO: 03837 DATE ENTERED: 5-11-81

FINANCING AND INSURING A CAR

LAP provides high school level classes with the basic information needed to purchase a car on credit and find the best rates and coverage to insure it. Sections cover areas of:

Does a car loan fit your budget?
What are the sources of credit for car financing?
How do you pick the best sources of credit?
Are there unfair or illegal features in your contract?
What are your responsibilities after signing?
What do you do if you can't make the payments?

Most students will finish the LAP in 2-3 hours.

AUTHOR: Dianne Macdonnald and Joanne Primavera
DATE: 1974
PAGES: Various
SOURCE: United Graphics, Seattle, WA

ITEM NO: 06068-AV DATE ENTERED: 7-27-82

FINDING A PLACE TO LIVE

Filmstrips series is designed to help students develop independent living skills. Points out the various choices possible and the considerations necessary in the selection of a living space. Students learn to make decisions about their home environments based on their personalities, lifestyles and budgets. Includes an instructor's guide with discussion questions, activity sheets and teaching suggestions.

AUTHOR: Joann Brown
DATE: 1981
LENGTH: 12 Minutes
SOURCE: Maclean Hunter Learning Resources, New York, NY

ITEM NO: 05806-AV DATE ENTERED: 1-28-82

FOOT IN THE DOOR

Film presents the true story of a woman who did not yield to the pressure of a fraudulent door-to-door salesman. Instead, she found evidence tht he did not deliver the purchased goods to customers after receiving payments from them, and helped the police apprehend him.

Also includes teacher's guide and classroom instructional aids on direct selling in the home. Uses case studies, crossword puzzle, role playing and other exercises to reinforce the lesson.

AUTHOR: Bureau of Homemaking Education
DATE: 1973
LENGTH: 25 Minutes
SOURCE: Bureau of Homemaking Education, California State Department of Education

ITEM NO: 04068-AV DATE ENTERED: 7-27-82

GOODS, SERVICES AND VALUES: CONSUMER EDUCATION FOR YOUNG LEARNERS

Material provides basic consumer concepts and information to young learners tht will help develop individual decision-making skills based on examined personal values, goals and lifestyles as these relate to consumer practices. Each of the six filmstrips/tape cassettes contains a narrative story that viewers can identify with. Subjects are: Deception in Packaging; Buying Toys; Waste and Overconsumption; Television Advertising for Children.

Includes teacher guide with suggested activities.

AUTHOR: Natalie Aran and Charlot Holzkamper
DATE: 1975
LENGTH: 65 Minutes for the set
SOURCE: Doubleday Multimedia

ITEM NO: 01339 DATE ENTERED: 12-22-80

GUIDE TO CONSUMER SERVICES

Book is made up of a selection of articles from the Consumer Reports magazine. Topics that are addressed include: Credit, Income Tax Preparation, Buying a house, Tenant Protection, Medical Profession, and Auto Repair. Provides statistics and information charts. Detailed articles describe the consumer marketplace, the governmental agencies charged with its regulation, and legislation affecting consumers.

AUTHOR: Consumer Reports
DATE: 1977
PAGES: 372
SOURCE: Consumer Reports, Consumers Union

ITEM NO: 02497 DATE ENTERED: 10-26-81

GUIDE FOR IMPLEMENTATION OF CONSUMER'S EDUCATION IN RURAL, SUBURBAN AND URBAN SETTINGS

Consumer education handbook outlines teaching strategies in the following disciplines:

Money management, financial institutions, credit, purchasing goods and services and consumer protection. Includes competency activity sheets, selected activity suggestions and list of accompanying subject resources.

AUTHOR: Patricia H. King
DATE: 1979
PAGES: 282
SOURCE: Virginia Polytechnic Institute and State University, Blacksburg, VA

ITEM NO: 01407 DATE ENTERED: 9-17-80

HEALTH AND LEISURE

Booklet designed to provide your consumers with tools necessary in the marketplace. Discusses medical and dental care. Explores exercise and physical fitness. Examines drug use and abuse. Analyzes the problem of being overweight.

Other topics include:

The pollution crisis
Safety in the home
Enjoying your leisure
Mental health and mental illness

Provides review questions at end of each chapter.

AUTHOR: Morris Gall
DATE: 1973
PAGES: 106
SOURCE: Pendulum Press, Inc.

ITEM NO: 05809-AV DATE ENTERED: 2-23-82

THE HISTORY OF THE CONSUMER MOVEMENT IN AMERICA

Filmstrip, tape cassette, scripts, resource booklets, and student reprints on the consumer movement in America. Covers historical developments of the consumer movement, free enterprise, government action and consumer awareness, state and local government involvement in consumer issues, and consumer rights. Includes role playing scripts, script for a student play, and teacher's guide.

AUTHOR: Teacher's Library, Inc.
DATE: 1976
PAGES: Various
SOURCE: Gulf Oil Corporation, Consumer Affairs

ITEM NO: 07643 DATE ENTERED: 7-27-84

HOME ECONOMICS, THE LIFE SAVER: HOME ECONOMICS INSERVICE EDUCATION

Inservice education module advises senior-high counselors and administrators of the importance of consumer-education and how to structure and implement a consumer-education program. Provides suggested course content, objectives and basic skill levels, including materials on teaching consumer education to limited English Proficiency and Disadvantaged students.

RELATED INFORMATION: Includes a cassette tape in Spanish.

AUTHOR: Consumnes River College
DATE: 1972
LENGTH: 12 Minutes
SOURCE: Cosumnes River College, Consumer Education Media Services

ITEM NO: 03085 DATE ENTERED: 10-8-81

HOUSING: ONE OF A SERIES FOR EXPANDED PROGRAMS IN CONSUMER EDUCATION

Curriculum module designed to give students a comprehensive picture of housing and how to get dollar value when in the housing marketplace. Acquaints students with government-Federal, state and local-assistance programs in the housing field.

AUTHOR: The University of the State of New York
DATE: 1974
PAGES: 102
SOURCE: The University of the State of New York, The State

ITEM NO: 02384 DATE ENTERED: 2-27-81

HOW TO LIVE ON NOTHING

Paperback describes a variety of ways to spend less by purchasing items second hand, do-it-yourself projects, and generally consuming less. Covers many subjects in the areas of food, clothing, housing, and health care. Presents concepts of the social benefits of a nonmaterialistic outlook. Helps develop the skills needed to perform many household jobs. Contains references with additional information.

AUTHOR: Joan Ranson Shortney
DATE: 1973
PAGES: 336
SOURCE: Pocket Books, New York, NY

ITEM NO: 05890-AV DATE ENTERED: 7-22-82

HOW'S YOUR THINKER TODAY?

Slide and cassette tape program provide consumer mathematic instruction. Contains exercises that quiz students on best-buy-per-ounce, multiple unit prices, coupons, taxable and nontaxable items, budgeting, number of shopping trips per week, etc.

RELATED INFORMATION: Includes a cassette tape in Spanish.

AUTHOR: Cosumnes River College
DATE: 1972
LENGTH: 12 Minutes
SOURCE: Cosumnes River College, Consumer Education Media Services

ITEM NO: 06837 DATE ENTERED: 7-20-83

ILLINOIS VOCATIONAL HOME ECONOMICS CURRICULUM GUIDE

Guide is divided into 11 sections dealing with the subject matter areas of clothing and textiles, consumer education/resource management, foods and nutrition, housing (home furnishings and equipment), and human development (interpersonal and family relationships). Although the material in this guide is intended for developing courses for grades 9-12, a section has been devoted to exploratory/orientation topics that can be integrated into regular studes of grades K-6. Each section includes a flow chart, course outline, and ideas for learning activities. The final section lists addresses of publishers, audiovisual sources, and magazine publications.

AUTHOR: Department of Vocational and Technical Education, University of Illinois

DATE: 1982
PAGES: 655
SOURCE: Curriculum Publications Clearinghouse, Western Illinois University, Macomb, IL

ITEM NO: 05690-AV DATE ENTERED: 12-16-81

IN THE BOX

Film for junior-senior-high and college level students illustrating the problems of two young people undergoing financial crisis due to unexpected problems which have altered their debt paying capacity. Film acts as guide and presents potential positive solutions to the financial problems, and presents ways to avoid wage attachment, repossession, loss of employment, and bad credit rating. Suggested for use in conjunction with a legal or credit authority to provide up-to-date and accurate knowledge of laws governing bankruptcy and repossession. Includes teacher's guide, suggested discussion topics, community resource guide, and bibliography.

AUTHOR: Cathryn Whitten and others
DATE: Unknown
LENGTH: 14 Minutes
SOURCE: Hanford Joint Union School District, Hanford, CA

ITEM NO: 07291-AV DATE ENTERED: 12-28-83

INFLATION: WHY ME?

Unit presents three major concepts about inflation: the causes, the ways in which people react, and the things people can do to cope.

Contains two filmstrips and two tape cassettes (Inflation, Why Me? and It's Your Life.) Also presents activities: (1) What's Your Consumer Style? - activities based on Carl Jung's model of human consciousness; Inflation Game which gives participants a chance to try out some of the inflation-fighting principles; and additional activities which help participants clarify values, take stock of intangible assets, and make a plan for shaping their own future.

AUTHOR: J.C. Penney, Inc.
DATE: 1981
LENGTH: 12 Minutes
SOURCE: J.C. Penney, Inc., Consumer Affairs Department, New York, NY

ITEM NO: 03829 DATE ENTERED: 7-29-81

INFLATION AND RECESSION

LAP provides senior high classes with material on inflation and recession. Four parts cover subjects of:

Definitions and descriptions of inflation and recession

The two primary types of inflation
Government influence on the economy
The effects of the individual

Students take approximately 2-3 hours to complete the LAP.

AUTHOR: William L. Johnston
DATE: 1975
PAGES: Various
SOURCE: United Graphics, Seattle, Wa

ITEM NO: 06017-AV DATE ENTERED: 7-26-82

INNOVATIVE TECHNIQUES IN TEACHING CONSUMER EDUCATION

Filmstrip and script present instructors with suggestions for teaching consumer education in relation to credit cards. Shows the use of newspapers and government publications in designing classroom instruction.

AUTHOR: Elsie Fetterman
DATE: 1972
LENGTH: 31 Slides
SOURCE: Association of Home Appliance Manufacturers, Chicago, IL

ITEM NO: 07907 DATE ENTERED: 11-6-84

INSIGHTS IN CONSUMERISM: WHO'S RESPONSIBLE FOR PRODUCT SAFETY?

Consumer education modules examine the issue of product safety, with regard to legislation, manufacturing and regulatory guidelines. Provide discussion questions, learning activities, and a t.v./radio script exploring the issues.

AUTHOR: J.C. Penney Company
DATE: 1975
PAGES: Various
SOURCE: J.C. Penney Company

ITEM NO: 06958-AV DATE ENTERED: 12-19-83

INSIGHTS INTO CONSUMER ISSUES AND HOW TO USE THE CONSUMER PRICE INDEX

Document contains a poster listing 60 items from the Consumer Price Index (CPI) market basket with 1979 prices expressed as a percentage of those in 1967. Eight activities are provided to help learners develop an awareness of the CPI, recognize possible relationships between price changes and current events, and consider the effects of inflation on standard of living.

Insights Into Consumer Issues outlines major issues in consumerism and provides a historical perspective of consumer rights in America over the past century.

AUTHOR: J.C. Penney Company, Inc.
DATE: 1980 AND 1979
PAGES: Various
SOURCE: J.C. Penney Company, Inc., - Forum Plus, New York, NY

ITEM NO: 06099-AV DATE ENTERED: 7-27-82

THE IRRESPONSIBLE CONSUMER

Slides, tape cassette and script provide a look at how ordinary consumers may contribute to higher prices due to irresponsible behavior. Looks at the effects of shoplifting, price tag switching, merchandise damage, returned items, sampling, consumer apathy, littering and vandalism.

AUTHOR: Iowa State University
DATE: 1971
LENGTH: 15 Minutes
SOURCE: Iowa State University, Ames, IA

ITEM NO: 00895 DATE ENTERED: 2-4-81

IT'S YOUR MOVE, A CONSUMER EDUCATION UNIT ON REAL ESTATE: STUDENT MANUAL

Programmed instructional materials designed for integration into 12th grade business, home economics, and social science courses. Addresses all issues of renting apartments and buying homes from a consumer viewpoint. Includes 13 cases, 12 projects and pre-and post-tests for student learning and evaluation. Topics include:

Rental Agreements
Choosing an apartment
Deposits
Owning a home
Real Estate Agents
Remodeling

Includes solutions to cases and projects, and glossary of terms.

RELATED INFORMATION: #00896 It's Your Move: Teacher's Guide and Key

AUTHOR: Merle W. Wood
DATE: 1976
PAGES: 46
SOURCE: California Department of Real Estate, Sacramento, CA

ITEM NO: 00896 DATE ENTERED: 2-4-81

IT'S YOUR MOVE, A CONSUMER EDUCATION UNIT ON REAL ESTATE: TEACHER'S GUIDE AND KEY

Teacher's guide to instructional materials designed for integration into 12th grade business, home economics, and social science courses. Includes final exam and key to pretest/posttest. Discusses program design, performance objectives, and special activities.

RELATED INFORMATION: #00895 It's Your Move: Student Manual

AUTHOR: Merle W. Wood
DATE: 1976
PAGES: 14
SOURCE: California Department of Real Estate, Sacramento, CA

ITEM NO: 07290-AV DATE ENTERED: 12-28-83

THE LAW AS A TOOL: CONSUMER PROTECTION

Unit is intended to help educators develop informed, self-confident and assertive consumers, aware of both their rights and responsibilities in the market place. Decision making is discussed, and changes in present consumer behavior, based on personal values, are considered. Materials are directed toward senior high school and adult audiences, but may be adapted for younger students.

Contains filmstrip and cassette which provide an awareness of contracts; a chalk talk which provides factual material on contract law and consumer protection; a contract game which identifies elements of contracts and provides a teaching and/or evaluation device; a detailed case study which describes a real life situation and addresses the law with relation to minors; a series of activities.

AUTHOR: J.C. Penney, Inc.
DATE: 1979
LENGTH: 12 Minutes
SOURCE: J.C. Penney, Inc., Consumer Education Department
New York, NY

ITEM NO: 04224 DATE ENTERED: 5-22-84

LEADERSHIP INSTITUTE: BUSINESS RESOURCES -- AN EFFECTIVE AID IN TEACHING CONSUMER EDUCATION/CONSUMER ECONOMICS

Curriculum guide offers the consumer education teacher a framework of resources to supplement regular text materials.

Provides listings for national and state business resources, and 100 related classroom activity suggestions. Includes overview and disseminate information contained in this guide among other teachers, plus evaluation procedures for gauging student progress and overall program effectiveness.

AUTHOR: Procter and Gamble Company
DATE: 1982
PAGES: 49
SOURCE: Procter and Gamble Company, Cincinnati, OH

ITEM NO: 04236 DATE ENTERED: 5-22-84

LIFE INSURANCE TEACHERS KIT

Packet contains an assortment of pamphlets and teaching aids on the topic of life insurance. Among the items contained in this packet is a teacher's guide, sample terms and whole life insurance policies, a guide to the mathematics of life insurance, and a consumer's guide to life insurance.

AUTHOR: American Council of Life Insurance
DATE: Various
PAGES: Various
SOURCE: American Council of Life Insurance, Washington, DC

ITEM NO: 00343 DATE ENTERED: 12-29-82

LOOKING AHEAD

Resource handbook for consumer homemaking educators contains instructional materials and lesson plans for teaching a class that stresses life skills. Units cover advertising, banking, clothing, credit, foods, fraud, housing, job selection, medical help, money management and transportation. Sections contain illustrated instructional material, transparency, handout and work-sheet masters. Material emphasizes reading, writing and computation skills.

AUTHOR: Linda W. Hsieh and others
DATE: 1982
PAGES: 494
SOURCE: Los Angeles County Superintendent of Schools, Downey, CA

ITEM NO: 04007 DATE ENTERED: 5-23-83

MATCHE (MANAGEMENT APPROACH TO TEACHING CONSUMER AND HOMEMAKING EDUCATION): HOUSING

MATCHE Housing is a series of eleven modules for home economics education teacher training. Modules contain performance objectives, pre-tests, post-tests, suggested activities, resources, and progress checks.

Modules cover emphases in the Consumer Approach Strand, the Economically Depressed Area Strand, and the Occupational Strand of the MATCHE curriculum.

RELATED INFORMATION: Other items in the MATCHE series include: #04649 and #04004 through #04011.

AUTHOR: California State Department of Education and California State University, Fresno
DATE: 1978
PAGES: Various
SOURCE: California State Department of Education, Sacramento, CA

ITEM NO: 04010 DATE ENTERED: 5-23-83

MATCHE (MANAGEMENT APPROACH TO TEACHING CONSUMER AND HOMEMAKING EDUCATION): HUMAN DEVELOPMENT

MATCHE: Human Development is a series of twelve modules for home economics education teacher training. Modules contain performance objectives, pre-tests, post-tests, suggested activities, resources, and progress checks. Modules cover emphases in the Consumer Approach Strand, the Economically Depressed Area Strand, and the Occupational Strand of the MATCHE curriculum. Module titles include:

Societal Changes Affecting the Family
The Relationship Between Spending Patterns and Interpersonal Relationships
Finanical Pressures in Various Life Styles an Cycles
Individuals and Families in Crises
Consumer Aspects of Parenthood
Occupational Opportunities Related to Human Development
Children's Center Aide
Developing Programs for Preschool Children
Convalescent Home Aide
Characteristics of Economically Depressed Area Families
The Child and the Economically Depressed Area Family
Resources for the Economically Depressed Area Family

RELATED INFORMATION: Other items in the MATCHE series include: #04649 and #04004 through #04011.

AUTHOR: California State Department of Education and California State University, Fresno
DATE: 1978
PAGES: Various
SOURCE: California State Department of Education, Sacramento, CA

ITEM NO: 01374 DATE ENTERED: 10-1-80

MATHEMATICS FOR THE CONSUMER

Teacher's edition consists of two parts: the instructor's manual containing general and specific teaching suggestions; and the pupil's textbook with answers to most drills and problems. Text presents the fundamental principles and operations through a study of problems faced by individuals in their daily lives.

Topic units include:

- Personal Money Records
- Buying Problems
- Wages and Commissions
- Borrowing Money
- Saving and Investing
- Home Expenses
- Transportation
- Taxes
- Metric and U.S. Measurements

RELATED INFORMATION: Includes PROBLEMS AND DRILLS #01375

AUTHOR: Roswell E. Fairbank and others
DATE: 1975
PAGES: 382
SOURCE: South-Western Publishing Co., Cincinatti, OH

ITEM NO: 05688-AV DATE ENTERED: 12-16-81

MEET MARGIE

Film depicting a young person living on a low income and how she achieves a satisfying lifestyle by developing personal skills and self-reliance, by using community resources in an original and creative manner. Worksheets cover topics such as how to budget, how to determine one's goals and needs and how to use resources that are free or inexpensive. Teacher's guide and worksheets included.

AUTHOR: Bureau of Homemaking Education
DATE: Unknown
LENGTH: 10 Minutes
SOURCE: Bureau of Homemaking Education/California State Department of Education

ITEM NO: 03129-AV DATE ENTERED: 8-29-83

MONEY MANAGEMENT

Ten cassette tapes and transparencies provide material for a money management program. Discusses such topics as:

- Buying Habits and Money Management
- Using Credit as A Tool
- The Cost of Credit
- Credit Instruments
- Money Management Problems and How to Avoid Them

Using a Savings Account
Financial Pressures in Various Life Styles and Cycles
Individuals and Families in Crises
Consumer Aspects of Parenthood
Occupational Opportunities Related to Human Development
Children's Center Aide
Developing Programs for Preschool Children
Convalescent Home Aide
Characteristics of Economically Depressed Area Families
The Child and the Economically Depressed Area Family
Resources for the Economically Depressed Area Family

RELATED INFORMATION: Other items in the MATCHE series include: #04649 and #04004 through #04011.

AUTHOR: California State Department of Education and California State University, Fresno
DATE: 1978
PAGES: Various
SOURCE: California State Department of Education, Sacramento, CA

ITEM NO: 01353 DATE ENTERED: 12-10-81

MONEY MANAGEMENT LIBRARY

Set of twelve booklets related to various topics of money management. Material is suitable for groups of different ages, income and ability levels as well as consumer education programs.

Topics include:

Your financial plan
Managing your credit
Children's spending
Your clothing dollar
Your equipment dollar
Your savings and investment dollar
Your home furnishings dollar
Your automotive dollar
Your recreation dollar
Your food dollar
Your housing dollar
Your shopping dollar

AUTHOR: Household Finance Corporation
DATE: 1979
PAGES: Various
SOURCE: Household Finance Corporation, Prospect Heights, IL

ITEM NO: 05841 DATE ENTERED: 1-29-82

MORE FOR YOUR MONEY: A GUIDE TO COMPARISON SHOPPING

Guide designed to help secondary, special-needs students shop wisely. Covers saving money; product comparison by size, appearance, price, content, and durability and quality comparison shopping. Includes teacher's manual.

AUTHOR: Keenan C. Kelsey and Patricia P. Gundlach

DATE: 1981
PAGES: 64
SOURCE: Janus Book Publishers, Hayward, CA

ITEM NO: 05622-AV DATE ENTERED: 4-8-83

NEEDS AND WANTS

Film uses a game show format to portray the decision making process consumers use when determining needs (lifestyle dictates that one must have the item) and wants (items that would be nice to own). Illustrates how income, occupation, environment, and lifestyle influence whether a purchasing decision satisfies a need or a want.

Includes instructional materials and activities.

AUTHOR: Paul Roewade
DATE: 1976
LENGTH: 15 Minutes
SOURCE: Bureau of Homemaking Education, California State Department of Education

ITEM NO: 00468 DATE ENTERED: 9-18-80

THE NEW CONSUMER SURVIVAL KIT

Consumer guide, offers information and money-saving advice on a wide range of consumer products and services. Book's content adapted from the TV show, "Consumer Survival Kit." Consumer topics include:

- Medical and insurance costs
- Purchasing appliances, clothes, and toys
- Auto loans and repairs
- Money management issues
- Rent and mortgage tips
- Settling consumer problems

AUTHOR: Richard George
DATE: 1978
PAGES: 345
SOURCE: Little, Brown and Company, Boston, MA

ITEM NO: 05838 DATE ENTERED: 1-29-82

PAY BY CHECK

Guide designed to show secondary, special-needs students how to obtain and use checking accounts. Covers: selecting a bank; filling in various forms, slips, and checks; and balancing a check register. Includes teacher's manual.

AUTHOR: Janis Fisher Chan
DATE: 1981
PAGES: 64
SOURCE: Janus Book Publishers, Hayward, CA

ITEM NO: 03826 DATE ENTERED: 3-1-82

PERSONAL CHECKING ACCOUNTS: LEARNING ACTIVITY PACKAGE

LAP provides students with information essential to the utilization of banking facilities and encourages an understanding of the advantages of a checking account. Contains a simulated checking account that enables students to practice proper banking procedures. Includes a teacher's guide and worksheets.

AUTHOR: Betty Sullivan
DATE: 1975
PAGES: 54
SOURCE: Unigraph Products

ITEM NO: 07444 DATE ENTERED: 5-22-84

PERSONAL AND FAMILY FINANCIAL PLANNING: STRATEGIES FOR TEACHING

The publication is a collection of sample instructional strategies developed and used by classroom teachers to teach elements of personal and family financial planning. The range of topics offers teachers the opportunity to adapt the suggested activities to specific classroom needs.

The first section of the book focuses on understanding financial education. It describes the process used to anticipate changes in moving from one stage of life to another, choosing the options and developing a financial plan. It identifies competencies in financial planning education and basic adult financial tasks that students will encounter as they pass through the stages of the life cycle.

The second section provides instruction strategies which are organized under the headings - Financial Planning, Obtaining, Protecting and Using Financial Resources.

AUTHOR: American Council of Life Insurance/Health Insurance Association of America, Washington, DC
DATE: 1982
PAGES: 78
SOURCE: Education Services, American Council of Life Insurance, Health Insurance Association of America, Washington, DC

ITEM NO: 07294-AV DATE ENTERED: 8-9-83

PERSONAL FINANCE

Series of eight filmstrips and cassettes introduce the student to various aspects of personal finance. Topics covered are:

Operating a checking account
Keeping a savings account
Using credit cards
Balancing a checking account

Borrowing wisely
Budgeting payday to payday
Getting a loan
Long range planning
Medical and insurance costs
Purchasing appliances, clothes, and toys
Money management issues
Rent and mortgage tips
Auto loans and repairs
Settling consumer problems

AUTHOR: Richard George
DATE: 1978
PAGES: 345
SOURCE: Little, Brown and Company, Boston, MA

ITEM NO: 04070 DATE ENTERED: 10-9-81

PERSONAL PRIVACY

Material, designed as a resource for a consumer education program explores the issue of information privacy versus the convenience of computerized information processing. Includes: an overview from the perspectives of consumers, business and government; a short filmstrip; some historical background on information collection practices; and some group activities.

RELATED INFORMATION: Part of a consumerism series: #04069, #04068, #04071.

AUTHOR: J.C. Penney Company, Inc.
DATE: 1978
PAGES: Various
SOURCE: J.C. Penney Company, Inc., New York, NY

ITEM NO: 05793-AV DATE ENTERED: 1-25-82

READ BEFORE YOU WRITE

A consumer education film on the importance of knowing the basic terms of a contract before signing it. Learning activities designed for high school students in the understanding of contracts; what they are, what credit charges are, true annual rate of interest, and the warranty. Includes instructional aids, worksheets, and bibliography.

AUTHOR: Bureau of Homemaking Education
DATE: Unknown
PAGES: Unknown
SOURCE: Bureau of Homemaking Education, California State Department of Education

ITEM NO: 01726 DATE ENTERED: 12-16-80

RHODE ISLAND CONSUMER EDUCATION CURRICULUM GUIDE

Guide establishes a framework for the development of comprehensive consumer education curriculum at the local level. Offers suggestions to school personnel of possible activities and resources for teaching consumer education at the secondary and post-secondary levels.

Each of the following ten components are accompanied by a goal statement, specific objectives, sample activities, and sample resources:

- Basic Economics in the Marketplace
- Credit
- Consumer Law/Protection
- Banking Skills
- Comparison Shopping
- Advertising
- Responsible Budgeting
- Insurance
- Taxes
- Conservation of Energy and Resources

AUTHOR: Rhode Island Department of Education
DATE: 1980
PAGES: 22
SOURCE: Bureau of Vocational-Technical Education, Rhode Island Department of Education

ITEM NO: 01831 DATE ENTERED: 10-20-81

SAVE ENERGY: SAVE MONEY

Booklet describing measures consumers can take to save energy and money whether they own their own home or rent an apartment or trailer. Includes directions on many do-it-yourself devices. Bibliography. Topics include:

- Winterizing windows and doors
- Cleaning heaters and fireplaces
- Adding a wood stove
- Directional heating systems
- Solar energy

AUTHOR: Eugene Eccli and Sandra Fulton Eccli
DATE: 1974
PAGES: 40
SOURCE: The National Center for Community Action, Washington, DC

ITEM NO: 01392 DATE ENTERED: 10-1-81

SELECTED AUDIO-VISUAL MATERIALS FOR CONSUMER EDUCATION

Listing of films and slides available on topics of consumer practices. Each entry has a description of the content, price, and instructions for ordering.

AUTHOR: William L. Johnston
DATE: 1974
PAGES: 36
SOURCE: Center for Consumer Education Services, Edison, NJ

ITEM NO: 02575-AV DATE ENTERED: 3-17-81

THE SHOPPING GAME

Multi-media kit designed to teach basic consumer skills by providing practice using systematic shopping methods for retail stores. Covers aspects of biased and unbiased information sources, credit and warranties. Includes two color filmstrips with cassette narration, a deck of "Consumer Research Projects," a deck of cards used in playing "The Shopping Game," 35 copies of "A Guide to Winning the Shopping Game," and a teaching guide.

AUTHOR: Jeffrey Schrank
DATE: 1979
PAGES: Various
SOURCE: The Learning Seed Company, Palatine, IL

ITEM NO: 06341 DATE ENTERED: 11-2-82

SKILLS FOR CONSUMER SUCCESS

Workbook develops skills related to being a successful consumer. Covers: checking accounts, interest, savings accounts, consumer protection, credit, budgeting, shelter, buying a car, insurance and the job market.

AUTHOR: Mary Queen Donnelly
DATE: 1981
PAGES: 172
SOURCE: South-Western Publishing Co., Cincinnati, OH

ITEM NO: 05913-AV DATE ENTERED: 7-23-82

SO YOU WANT WHEELS

Audio-visual kit provides consumer information for buying a new or used car. Covers insurance, maintenance, tires, loan shopping, and testing. Includes exercises for helping students develop the knowledge and experience necessary to test and evaluate a car as well as learning how to use valid sources of information to assist them in making a selction. Kit includes filmstrips, LP records, spirit masters and script.

AUTHOR: Verna Fairbairn and others
DATE: 1971
LENGTH: 30 Minutes
SOURCE: Santa Clara County School District

ITEM NO: 03560 DATE ENTERED: 3-12-82

SUPPLEMENTAL MATERIAL FOR CONSUMER EDUCATION

Guide contains instructional material for teaching secondary level home economics classes on consumer education. Contains some general objectives and outlines the content consumer education classes should have. Presents team teaching suggestions.

Also includes teaching procedures for lessons on labeling consumer rights, guarantees, and wills and trusts.

AUTHOR: Alberta D. Hill
DATE: 1974
PAGES: 117
SOURCE: Washington State Department of Education, Olympia, WA

ITEM NO: 03503 DATE ENTERED: 2-8-82

TEACHING MANAGEMENT AND CONSUMER EDUCATION

Curriculum guide for consumer education and management developed by and for Iowa home economics teachers but may be used effectively as a model for any home economics class. Includes learning activities, value clarification exercises, games, brainstorming economics, and an extensive resource list.

AUTHOR: Iowa State University and Iowa State Department of Public Instruction
DATE: 1977
PAGES: 213
SOURCE: State of Iowa Department of Public Instruction, Des Moines, Iowa

ITEM NO: 03561 DATE ENTERED: 3-18-82

THEORY AND PROBLEMS OF PERSONAL FINANCE AND CONSUMER ECONOMICS

Book examines the fundamental topics of consumerism: budgeting, saving, buying, insuring, investing, figuring income tax, etc. Presents sections on theory supported by examples, solved problems, supplementary problems, and learning by doing.

Includes a chapter on metric system conversions.

AUTHOR: R. Robert Rosenbery and Ralph V. Naples
DATE: 1976
PAGES: 199
SOURCE: Schaum's Outline Series, McGraw-Hill Book Company

ITEM NO: 05954-AV DATE ENTERED: 7-23-82

THERE'S NO PLACE LIKE HOME

Slide show with accompanying tape cassette provides information to persons who are considering buying a house. Discusses financing, location, selling techniques, house condition, realtors and other related subjects.

AUTHOR: Cosumnes River College
DATE: 1978
LENGTH: 15 Minutes
SOURCE: Consumer Education Media Series, Cosumnes River College, Sacramento, CA

ITEM NO: 05578-AV DATE ENTERED: 12-31-81

THERE IS A LAW AGAINST IT

A film (16mm) illustrating three major consumer laws passed by the California legislature. Also includes a classroom aids kit including quizzes, overhead transparencies, and list of discussion topics.

The laws cover auto repairs, small claims court action and the three day cooling off period for home solicitation sales.

AUTHOR: California State Department of Education
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: California State Department of Education

ITEM NO: 05687-AV DATE ENTERED: 12-16-81

THIS IS FRAUD

This consumer education film explains various fraudulent practices. Covers deceptive product demonstrations, fraudulent sales techniques, and how to evaluate a given situation for fraud. Contains film, classroom discussion guide, worksheets, role play exercises for class activities, and guide on how to locate community resources for consumer assistance. Includes bibliography of consumer protection resources.

AUTHOR: Bureau of Homemaking Education, California State Department of Education
DATE: Unknown
PAGES: Various
SOURCE: California State Department of Education

ITEM NO: 04477 DATE ENTERED: 11-5-81

THIS LITTLE PIGGY WENT TO MARKET

A home economics learning package designed to aid the consumer by outlining types of stores and related services under selected conditions. Covers kinds of stores and their services, evaluation of stores and personal needs and wants in relation to selection of a place to shop.

AUTHOR: Sharon L. Henderson
DATE: 1970
PAGES: Various
SOURCE: American Home Economics Association, Washington, DC

ITEM NO: 07445 DATE ENTERED: 5-22-84

TO YOUR CREDIT

Program was designed to help teach students the guidelines they will need to use credit responsibly. Designed for presentation to grades 7 through 12, it can be adapted easily to existing curricula of courses in home economics, family life, business, math, and consumer education. Program contains a teacher's guide describing practical, time-efficient teaching methods, an eight-page supplement tabloid, and ten activity masters.

AUTHOR: Consumer Credit Institute
DATE: 1983
PAGES: Various
SOURCE: To Your Credit, Dayton, OH

ITEM NO: 02372 DATE ENTERED: 9-24-81

UNDERSTANDING CONSUMER CREDIT ACCENT/CONSUMER EDUCATION

Book explaining consumer credit. Contains the following topics:

What is Credit?
Good reason for borrowing
The cost of borrowing
Your ability to borrow
Types of buying
Borrowing with collateral
Borrowing without collateral
Things to watch out for
Buying and borrowing with care
Government regulation of consumer credit
Cautions about credit and credit buying
Questions and problems to consider

AUTHOR: H. MacBohlman and others
DATE: 1975
PAGES: 46

SOURCE: Follett Publishing Company

ITEM NO: 06062-AV DATE ENTERED: 7-27-82

USING ARITHMETIC IN SHOPPING

Filmstrip and tape-cassette unit discusses the application of arithmetic in shopping. Covers consumer techniques for saving money, unit pricing, comparing items, coupons use, changing metric measures, and computing total costs before purchase.

AUTHOR: Interpretive Education
DATE: 1978
SOURCE: Interpretive Education, Kalamazoo, MI

ITEM NO: 05945-AV DATE ENTERED: 7-23-82

WARRANTIES AND THE CONSUMER

Kit helps teachers present information on the rights of consumers as pertains to warranties. Describes the types of information the consumer should have before making a purchase of a major appliance. Includes filmstrip, flip chart, script and student handbook.

AUTHOR: Major Appliance Consumer Action Panel
DATE: Unknown
PAGES: Various
SOURCE: Major Appliance Consumer Action Panel,
Chicago, IL

ITEM NO: 06054-AV DATE ENTERED: 1-24-83

WEAR AND CARE

Audio-visual set provides instruction on good grooming habits and care and maintenance of clothing. Three sound filmstrips cover topics of: creating an image through clothing; buying clothing; and caring for clothing. Also includes 25 student guides with information on grooming, reading clothing labels and other shopping tips.

AUTHOR: Chlorox Company
DATE: 1976
LENGTH: Various
SOURCE: Chlorox Company, Piermont, NY

ITEM NO: 07406-AV DATE ENTERED: 12-28-83

WHAT'S BEHIND A WARRANTY

Cartoon filmstrip and cassette tape provide information on consumer warranties, what they are and how to use them including how to write to manufacturers. Uses Corning products to illustrate points.

RELATED INFORMATION: Cassette is in both English and Spanish.

AUTHOR: Corning Glass Works
DATE: No date
LENGTH: 16 Minutes
SOURCE: Corning Glass Works

ITEM NO: 00246 DATE ENTERED: 12-8-81

WHAT EVERY WOMAN SHOULD KNOW ABOUT HER CAR

Guide to familiarize women with every aspect of owning and maintaining a car: buying, driving, repairs and troubleshooting. Discusses in clear, introductory language how a car operates, and how to make simple repairs, or get the best repair service. Dictionary of automotive terms is included. One section discusses what to do in case of an accident or breakdown. Preventative care is explained. Tips are given for preventing unnecessary repair bills and how to get honest service from mechanics.

AUTHOR: Dorothy Jackson
DATE: 1974
PAGES: 200
SOURCE: Chilton Book Company, Radnor, PA

ITEM NO: 03839 DATE ENTERED: 6-22-81

WHO'S GETTING YOUR MONEY

Consumer education LAP is about paycheck deductions. It explains to students where the money goes, what it is used for and how much can be taken. The information is divided into five sections:

Gross income
Fixed deductions
Flexible deductions
Union and professional deductions
Net income

LAP takes approximately 3-4 hours to complete.

RELATED INFORMATION: Part of a series: #03821, #03827, #03828, #03837 - #03840.

AUTHOR: Betty Sullivan
DATE: 1974
PAGES: Various
SOURCE: United Graphics, Inc., Seattle, WA

ITEM NO: 01521 DATE ENTERED: 11-17-81

WHO'S RESPONSIBLE FOR PRODUCT SAFETY?

Package of materials, contains teaching ideas for a course or unit in Consumer Education on product safety. Includes bulletin board posters, teaching strategies, general information, and a script for a radio or TV.

Topics include:

- Legislation for product safety
- Manufacturer's responsibility
- Toy selection for young children
- Applying safety know-how, learning experience on safety

RELATED INFORMATION: Part of a series "Insights Into Consumerism," additional documents include: #01395 Understanding Our Economy; #01396 Women and Retail Credit; #01397 Understanding Advertising; #01398 Electricity, the Individual, and the Energy Crisis; #01399 Coping With a Cashless Society

AUTHOR: Educational and Consumer Relations Department, J. C. Penney Company, Inc.
DATE: 1975
PAGES: Various
SOURCE: J.C. Penney Company, Inc., Educational and Consumer Relations Department

ITEM NO: 05686-AV DATE ENTERED: 2-9-82

YOUR RIGHT TO A HEARING

Consumer education film discusses prevention of credit problems through an understanding of contractual responsibilities for the 18-year-old legal adult. Explains the right of the individual to "due process" if repossession, garnishment of wages, or tenant lock-out become evident. The individual has legal right to a hearing before a judgement is made. Classroom guide, master worksheets, pre-tests, and list of community resources for suggested speakers and topics concerning consumer responsibility are included.

AUTHOR: Bureau of Homemaking Education/California State Department of Education
DATE: Unknown
PAGES: Various
SOURCE: California State Department of Education

ITEM NO: 02373 DATE ENTERED: 3-31-82

A YOUTHLAW CATALOG

Guidebook produced by the Sacramento County Bar Association for all age students on crimes, accidents, school drugs, jobs, consumerism, and how to deal with them responsibly within the law. Examines legal rights, the legal process, and court system.

AUTHOR: John Gilmore and others
DATE: 1975
PAGES: 48
SOURCE: Sacramento County Bar Association

VOCATIONAL AND OCCUPATIONAL INFORMATION CENTER
FOR EDUCATORS

21 Capitol Mall - 4th Floor
Sacramento, CA 95814
(916) 445-0401

Educational Materials Request

Name____________________ Date____________________

School District____________________ Work Phone____________________

School/ Organization____________________ Home Phone____________________

Address____________________

**Please use the enclosed mailing label when returning materials. Thank you!

City__________ State___ Zip______

ITEM NO.	TITLE	AUTHOR
1.		
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STATE USE

____________ DUE DATE

____________ RENEWAL DATE

OVERDUE NOTICE SENT

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AN INTRODUCTION TO THE CONSUMER'S SOCIETY

Nutrition

A Nutrition Instruction Manual
With Resources For Teaching
Limited-English Speaking Students

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USE OF THE TEACHING UNITS

This manual includes eighteen units which have been developed with the help of a survey of 198 students in Santa Clara County: C.E.T. (Center for Employment Training), Y.W.C.A., ESL classes at San Jose City College and Fremont Adult Education, and employees at the Office of the County Executive.

VOICE (Vocational and Occupational Information Center for Educators) located in Sacramento, California, was searched to determine available educational materials in nutrition. An annotated bibliography of available materials, as well as an Educational Material Request Form, is included at the end of this manual. Topics for the survey were selected from VOICE, student interest as determined by the Consumer Homemaking outreach program at San Jose City College, and a survey of California community college home economics instructors.

Each teaching unit includes: Learning Objectives, Suggested Content, In-Class Activities, Self-Study and Evaluation suggestions, and Resources. The Resource section lists materials in written and video availability, and cross-references to VOICE and VESL (Vocational English as a Second Language), a bibliography developed by Gustavo Valadez at Evergreen Valley College (San Jose Community College District). The VESL Bibliography includes materials for ESL students. The length of each unit can vary from one to three hours of classroom instruction, depending upon in-class activities and depth of presentation. It is assumed that individual instructors will adapt these materials to meet the needs of their student groups.

San Jose City College offers three variable-unit courses in Consumer Education: F.C.S. 130 - Special Topics in Parent-Child Relationships, F.C.S. 131 - Special Topics in Nutrition, and F.C.S. 132 - Special Topics in Consumer Problems. These courses are offered for 1/2 to 3 units (8 hours of class instruction for 1/2 unit; 48 for 3 units) and can be tailored to meet specific needs of groups of special students both on campus and in the community. These classes have been taught since 1974, at C.E.T., San Jose Job Corps, Pathway Society, Department of Social Services (foster parents and food stamp recipients), and at Y.W.C.A. They have been very well-received by all of these groups because of their flexibility for presenting specific topics. Many of the materials and suggestions in this manual have been field-tested in the San Jose City College Consumer Homemaking program.

NUTRITION SURVEY TALLY

Total Surveyed: 198		
	C.E.T.	46
	Y.W.C.A.	61
	ESL (SJCC)	29
	ESL (Fremont Adult Education)	47
	Office of County Executive	15

	Very Helpful	Helpful	Not Helpful
1. Nutrition Basics (What is needed for good health?)	115	70	13
2. Reading & Understanding Food Labels	93	87	18
3. Saving Nutrients During Food Storage & Preparation	88	84	26
4. Food Diets--How to Tell About Food Quackery	55	101	42
5. Nutrition for Children	115	72	11
6. Nutrition for Pregnancy	103	73	22
7. Nutrition for Adolescents	73	95	30
8. Nutrition for Older People	67	92	39
9. Weight Control	87	86	25
10. Nutrition Supplements	75	98	24
11. Food Shopping--Understanding the Food Market	76	94	28
12. Good Nutrition & Eating Out: Fast Foods & Ethnic Restaurants	62	86	50
13. Good Nutrition on a Small Budget	104	78	16
14. Influences of Food Prices	66	96	53
15. Vegetarianism: How to Make Meatless Meals Well Balanced	49	96	53
16. How to Select Meat	71	111	16

	Very Helpful	Helpful	Not Helpful
17. How to Select Breads & Cereals	61	111	26
18. How to Select Fruits & Vegetables	69	98	21
19. Cutting Down on Salt & Sugar	86	92	20
20. Why we Need More Calcium	83	101	14
21. Nutrition for Specific Situations: Athletics, Alcoholism, Cancer	72	89	37

TOPIC: BREADS AND CEREALS

Learning Objectives: The student will:

1. Understand the nutritional contribution of breads, cereals, and fiber.
2. Understand which kinds of breads and cereals are the most nutritious and why.
3. Know how to select and purchase breads and cereals for the best nutrition and economy.

Suggested Content:

1. Nutritional Contribution of Breads and Cereals
    - a. We need four servings daily. A serving equals:
        1. one slice of bread
        2. 1/2 to 3/4 cup cereal.
        3. one muffin or roll.
    - b. Whole grain products are a source of B vitamins and iron.
    - c. Both whole grain and refined products are sources of carbohydrates and protein.
    - d. If the products come from refined flour, it is important to be sure that the flour has been enriched.
        1. B vitamins and iron are added back in, but not all original nutrients are replaced.
        2. Removal of bran reduces the amount of fiber.
2. Nutritional Contribution of Fiber
    - a. Bran is the most concentrated fiber in our diet.
        1. It is removed during refining of grain.
        2. It is retained in whole grain products.
    - b. Fiber is important to add bulk to the diet.
        1. Bulk is necessary for proper digestive functioning.
        2. Bulk may help reduce cancer of the colon.
        3. Some types of fiber help to carry cholesterol out of the body, and therefore lower blood cholesterol levels.
        4. Some poeple, however, cannot tolerate large amounts of fiber due to problems with chewing or digestion.
            - a. Try a small portion of the food first to see if it agrees.
            - b. Preparation methods such as lightly steaming the food can make it more digestible.
3. Selecting Food To Increase Fiber in the Diet
    - a. Use foods high in fiber:
        1. Breakfast cereals: All-Bran, 100% Bran, Bran Buds, Bran Flakes, Raisin Bran, Shredded Wheat, Grape-Nuts, Wheaties, Total, Granola, Wheetabix, Wheat Chex, Wheatena, oatmeal, unprocessed raw miller's bran.
        2. Brown rice.
        3. Buckwheat.

        4. Cornmeal (muffins, breads, etc.)
        5. Whole wheat bread (includes whole wheat English muffins and flat breads).
        6. Rye bread, pumpernickel or black bread.
        7. Bran muffins.
        8. Whole grain crackers: graham, Ry-Krisp, Venus Wheat.
    b. Add bran to homemade foods:
        1. Sprinkle over dry breakfast cereals.
        2. Mix with cooked cereal.
        3. Add to fruit juice.
        4. Mix with yogurt.
        5. Add to soups and stews.
        6. Mix with applesauce.
        7. Combine with hamburger meat.
        8. Add to homemade breads.
    c. Decrease your consumption of candy, soft drinks, and sugary refined cakes and cookies.
    d. Use fresh fruits and vegetables with the seeds, strings, and skins intact whenever possible.

4. Selecting Breads and Cereals for the Best Nutrition and Economy
    a. Read labels.
        1. Ingredients are listed in order of the amount in the product: greatest to smallest.
        2. Use unit pricing to determine the cost per ounce.
    b. Avoid high sugar content:

HIGH SUGAR

Cereal Product	% Sugar
Sugar Orange Crisp	68
Sugar Smacks	61.3
King Vitamin	58.5
Fruit Pebbles	55.1
Apple Jacks	55
Cocoa Pebbles	53.5
Lucky Charms	50.4
Cinnamon Crunch	50.3

MODERATE SUGAR

Bran Buds	30.2
Sugar Frosted Flakes	29
Fortified Oat Flakes	22.2
Granola (Almonds & fiber)	21.4
All Bran	20

LOW SUGAR

Shredded Wheat	1
Cherrios	2.2
Puffed Rice	2.4
Wheat Chex	2.6
Grape Nuts Flakes	3.3
Puffed Wheat	3.5

c. Don´t pay extra for "low-cal" and fancy breads and cereals.
  1. Breads cannot be reduced very much in calories because of their basic ingredients: flour, shortening, sugar, leavening (yeast, usually).
  2. Low-cal breads are often just sliced thinner.

d. Don´t buy more than you can eat before the product dries out or becomes moldy.
  1. This depends on your family and how much you eat.
  2. Also, the weather is a factor. If it´s overly dry or humid, the bread product usually must be eaten sooner.
  3. Putting breads into the refrigerator causes them to become stale faster.
  4. Freezing can prolong shelf-life.

e. Shop at bakery wholesale distribution centers.
  1. They sell day-old products at reduced prices.
  2. Check your phone book yellow pages for locations. (Look under Bakers-Wholesale)

In-Class Activities:

1. Bring in bread and cereal products to demonstrate label reading and also for students new to the U.S. to view and taste.
2. Take students to a grocery store and show them how to read the unit pricing. Point out which cereal products and breads are high in sugar and which are high in fiber and low in sugar.
3. If you have a food lab available, students can prepare different kinds of breads and cereal products. If you have students of several different cultures, they can share recipes and food preparation techniques.

Self-Study:

1. Have students write down their bread and cereal intake for three days. Are they getting the appropriate amount? Are they getting enough fiber and nutrients, or is their diet largely made up of refined breads and cereals with high sugar content?
2. Have students list ways that can increase the amount of fiber in the diet and make a plan for action.

3. Have students go to a wholesale bakery to compare the cost of breads and bread products with those in the grocery store. Make a list of products compared.

Evaluation:

1. Grade Self-Study reports for completeness.
2. Test on ingredient labeling and unit pricing can measure how well limited-English speaking students can determine product ingredients and cost per unit. (Put a copy of labels on the top of the test page; ask specific questions about the product, based on the label and unit pricing. This helps students improve reading and math skills, too.)

Resources:

Handouts:

High Fiber Foods
Fiber In Your Diet
Nutrition News

Department of Dietetics and Nutrition
Brigham and Women's Hospital
A Teaching Affiliate of Harvard Medical School
75 Francis Street
Boston, Massachusetts 02115

Videos:

Your Diet: Fiber (16 mm; 13 min. color)
Grain Cookery (filmstrip/audiotape)

Available on a free loan basis to educators, nutritionists, child care and school food service personnel from: Nutrition and Food Service Education Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

All About American Rice
Be a Better Shopper
Betty Crocker Mealtime Planning
Carbohydrates and Fats
The Changing American Diet
Comparison Cards: Guide for Teachers and Other Leaders
Food for Life--The Basic Four
Freezing--What It's All About
The Instant, Sugar Coated, Fast Food Nutrition Kit
Lots A Labels
Nutrition Labeling
Nutrition Labeling: How It Can Work For You

Nutritive Value of Foods
Read the Label--Set a Better Table
Shopping with Martin--The Bread and Cereal Group
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes."
Chaille, David. More Pictures That Teach Words.
Freeman, Daniel B. Speaking of Survival.
State University of New York. "English for Living" modules.
Weaver, Ann A. Planning Meals and Shopping.
Weaver, Ann A. Getting Ready to Cook.

TOPIC: YOUR NEED FOR CALCIUM

Learning Objectives: The student will:

1. Know why we all need calcium throughout our lifespan.
2. Understand the functions of calcium in the body.
3. Know how much calcium is needed at various stages of the life cycle.
4. Know what dietary factors enhance or interfere with the body's utilization of calcium.

Suggested Content:

1. Why We Need Calcium
    - a. It is necessary for bone and tooth mineralization (structure) during the growing years.
    - b. It helps to replace skeletal minerals as bone is remodeled throughout life.
    - c. Blood clotting is aided by calcium.
    - d. It aids smooth muscle contraction and relaxation and normal heart beating.
    - e. It aids proper functioning of the nervous system (nerve transmission).
    - f. It is needed for insulin secretion and regulation of carbohydrate metabolism.
    - g. It may help to regulate blood pressure.
2. How Much Do We Need?
    - a. Children (1 to 10 years)
        1. 800 mg. per day.
        2. This is approximately the amount found in 3 glasses of milk. (See list for other foods).
        3. Also needed is 800 mg. phosphorus and 400 I.U. Vitamin D.
    - b. Adolescents, Pregnant Women, Breastfeeding Women
        1. 1200 mg. per day.
        2. These are all periods where the skeleton is growing rapidly (adolescence) or bone is being formed (pregnancy, or calcium is needed for milk production - lactation).
    - c. Women of Middle Age and Older
        1. 1400 to 1500 mg. per day is now recommended to prevent osteoporosis--a gradual loss of bone mass where bones become porous and break easily.
            - a. Osteoporosis afflicts 15 to 20 million Americans, especially small-boned females.
            - b. Caucasians and Asian females are more susceptible.
            - c. Women are more likely to develop osteoporosis than men are because:
                1. They have less bone mass.
                2. They are the childbearers and calcium used during pregnancy may not be replaced by diet.

3. They may consume low amounts of milk and other dairy products that are good sources of calcium.
4. Menopause accelerates the loss of bone due to the lack of the female hormone, estrogen.

2. Blacks, Asians, and other groups who are not able to tolerate lactose (the carbohydrate in milk), need to be sure to get calcium from other sources.

d. To Delay Bone Degradation, Women Should:

1. Be sure to get adequate Vitamin D, calcium, and fluoride.
2. Participate in weight-bearing exercise such as jogging, bicycling, aerobics.
3. Use only moderate amounts of alcohol and caffeine.
4. Avoid nicotine (cigarettes, etc.)
5. If prescribed, follow estrogen-replacing therapy after menopause.

e. Males need 800 to 1,000 mg. daily after adolescence.

3. Dietary Factors That Help or Interfere with Calcium

a. Helpers

1. Vitamin D is necessary for absorption of calcium.
2. Phosphorus is deposited with calcium in bones. The ratio of these two minerals in the diet should be 1:1 to 1:2 (calcium to phosphorus). Phosphorus is widely distributed in foods, especially those that are protein and processed foods.
3. Lactose, the carbohydrate in milk, helps with absorption of calcium.
4. The amino acids lysine and arginine, found in animal proteins, help with utilization of calcium.
5. Steroid therapy may enhance or activate Vitamin D.
6. Diuretics (thiazide) decrease urinary excretion of calcium, thus leaving more available to the body.

b. Interfere

1. Iron, magnesium, cobalt, manganese.
   a. They interfere with absorption of calcium by competing for binding-sites in the intestine.
   b. Large amounts, such as with diet supplements, can cause deficiency.
2. Alcohol over-consumption damages the intestinal membrane and decreases calcium absorption.
3. Phytates found in unleavened wheat products interfere with absorption.
4. Oxalates found in cocoa and rhubarb interfere with absorption, but you would have to consume large amounts.

c. We generally absorb calcium according to body need; more is absorbed when we need more.

1. Usually about 35% of our dietary calcium is absorbed.
2. During periods of greater need, the rate can be as high as 60%.

4. Calcium Supplements
    a. The most popular form is calcium carbonate, which contains 40% calcium by weight.
    b. Calcium lactate contains 13% calcium by weight. Persons sensitive to lactose will also react to calcium lactate.
    c. Calcium gluconate has only 9% calcium by weight.
    d. Bone meal and dolamite contain 30% calcium by weight, but they are not pure chemical salts, and in bone meal there is no control for heavy metal contamination.
    e. Oyster shell tablets contain predominately calcium carbonate. Contamination is occasionally found.

In-Class Activities:

1. Bring in examples of foods that are good calcium sources. This is especially important for immigrants who are not familiar with American food. Be sure to emphasize foods such as tofu, fish, and greens for Asians and dried beans, cheese, and corn tortillas for Mexican-Americans. Demonstrate high calcium menus with different cultural foods. Have students bring in their favorite recipes.
2. Go over calcium functions and discuss basic physiology: bone mineralization, heart beat regulation, blood clotting, etc. This is especially important for limited-English speaking students.

Self-Study:

1. Have students record their food intake for three days. They should look up and record the calcium content of their foods. Have them also make suggestions for improving the calcium content of their diet.
2. Have students plan menus that will give adequate calcium for different age groups.
3. Have students figure the cost per equivalent of an 8 ounce glass of milk for the foods listed on the Good Food Sources of Calcium.

Evaluation:

1. Test on the functions of calcium and food sources for calcium with objective and short answer questions.
2. Grade the calcium intake self-study.
3. Grade age-groups menus and cost comparisons for calcium equivalents.

GOOD FOOD SOURCES OF CALCIUM

*The amount of calcium in the following foods is equivalent to that of 8 ounces of cow's milk:

Goat milk	1 cup (8 oz.)
Buttermilk	1 cup
Plain yogurt	1 cup
Cheese - Cheddar	1-1/2 oz.
Cottage Cheese (creamed)	1-1/3 cups
Cottage Cheese (lowfat)	2 cups
Ice Cream	1-1/2 cups
Tofu	8 oz.
Canned Salmon, including bones	3 oz.
Canned Sardines, including bones	3 oz.
Dried beans, cooked	3 cups
Soybeans or Chickpeas, cooked	2-1/4 cups
Lentils	5-3/4 cups
Peanuts, shelled	2-3/4 cups
Pistachio nuts, shelled	1/2 lb.
Brazil nuts	1 cup
Sesame, sunflower seeds, hulled	1-3/4 cups
Kales, mustard greens, watercress	1-1/2 cups
Dandelion greens, okra, cooked	2 cups
Collard greens, cooked	1 cup
Bok choy, cooked	1-1/8 cup
Blackstrap molasses	2 Tablespoons
Broccoli, cooked	1-3/4 stalks
Corn tortillas	5
Oysters, raw	12

*Bioavailability or percent absorbed is best from dairy products because they also contain Vitamin D, phosphorus and lactose.

Resources:

Pamphlets:

Why is Calcium Important?
Santa Clara County Health Department
2220 Moorpark Avenue
San Jose, CA 95128
(408) 299-5858 or

W.I.C.
976 Lenzen Avenue
San Jose, CA
(408) 299-6180

How Do You Take Your Calcium?
Brigham and Women's Hospital
75 Francis Street
Boston, Mass 02115

No Bones About It
Cherryl Bell, R.D., M.S.
Corporate Nutritionist
Safeway Stores, Inc.
430 Jackson Street
Oakland, CA 94660

VOICE Bibliography:

The Benevolent Bean
The Changing American Diet
Food & Nutrition: Child Development and Child Health
Food Fight: A Report on Teenagers' Eating Habits & Nutritional Status
Food for Life--The Basic Four
Food To Grow On--Nutrition From Newborn Through Teens
Food To Live On--Nutrition From the Twenties Through the Nineties
A Guide For Food and Nutrition in Later Years
Infant Feeding: An Annotated Bibliography
Nonfat Dry Milk In Family Meals
Nutrition: The Challenge of Being Well Nourished
Nutrition Education Resource Series
MATCHE: Foods & Nutrition
Soy Protein: You'll be Surprised
Shopping with Martin
Spanish/English Cookbook
Starting Out Healthy--Maternal & Infant Nutrition
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)
Vitamins and Minerals

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes."

TOPIC: EATING OUT

Learning Objectives: The student will:

1. Understand the nutritional challenges when eating in restaurants and fast food places.
2. Select nutritious meals when eating out.
3. Understand which fast foods are good nutrition and which are high calorie, low nutrient foods.

Suggested Content:

1. Nutritional Challenges of Eating Out
   a. You don't have control over the amount of salt added.
   b. You don't have control over the kind and amount of fat used to prepare foods.
      1. Saturated (animal) fats can be used to fry and grill foods and can raise your blood cholesterol.
      2. Fat adds extra calories.
   b. Creamed soups, rich salad dressings, and sauces add calories.
2. Tips for Lowering Fat and Calories
   a. Try creative ordering.
      1. It's possible to have a delicious and nutritious meal without ordering the entree.
      2. Put together combinations such as appetizers, soup (not creamed), and salad.
   b. Watch cholesterol.
      1. Don't eat a meal in a restaurant that you wouldn't eat at home.
      2. Avoid three-egg omelettes, liver, shrimp, salad dressings, creamed sauces and soups, whole milk, beef, pork, lamb, and veal.
   c. Know the difference between high and low fat methods of preparing food.
      1. Avoid high-fat methods such as frying, batter coating, basting with butter, and covering with cream sauce.
      2. Look for words: "steamed," "broiled," "poached in wine," and "grilled with lemon" on the menu and order foods prepared with these techniques.
   d. Avoid foods described as "pickled," "smoked," "in broth," "with soy sauce," or "marinated." These techniques add to sodium content.
   e. Avoid foods described as "buttery," "buttered," "in butter sauce," or "sauteed in butter," "fried," "in cream sauce," "with hollandaise," "with bechamel," "with bernaise," "au gratin," "in cheese sauce," "scalloped," "with parmesan," "en casserole," or "in pastry."
   f. If the skin of your poultry isn't removed before cooking, remove it at your plate.

   g. Avoid french fries and reject the butter and sour cream for your baked potato.

3. Ways to Get High Protein, Vitamins, and Minerals, Low Calories
   a. The best low calorie source of protein is seafood.
      1. Request that no butter be used in preparing fish and use lemon and spices only.
      2. Avoid all fried seafood and seafood salads which are usually served with fat-rich mayonnaise-based dressings.
   b. If you order chicken, turkey, lean cuts of beef, lamb, or veal, limit your choice to roasted poultry or broiled chops and steaks. Trim fat from meat.
   c. The best choices of protein foods in a fast-food restaurant are either a plain hamburger (dressed with lettuce, tomato, onion, mustard) or pizza (but keep the number of pieces to three or less!) The cheese provides the protein.
   c. Vegetables:
      1. Salads (and salad bars) are ideal for the dieter.
      2. Use fresh lemon squeezed over the salad for dressing.
      3. Bring a one tablespoon packet of low calorie dressing from the grocery store.
   d. Fruits:
      1. Fruits make ideal desserts.
      2. Avoid fruits that are canned, because of the syrup used for packing.
      3. Salad bars often provide fruits suitable for the meal.
   e. Milk:
      1. Whole milk gives you twice the calories and almost four times the fat as skim milk, so substitute other beverages.
      2. Club soda, mineral water, unsweetened coffee or tea add fluid without calories.
   f. Fiber:
      1. Avoid refined, low fiber foods.

4. Some Tasty Food Combinations That Make Suitable Low-To-Moderate Calorie Dinners:
   a. Roast chicken with rice, squash, green salad, and fresh strawberries.
   b. Lean steak with broccoli, lettuce and tomato salad, french bread, and melon.
   c. Broiled fish with rice, green beans or peas, and green salad.
   d. Beef and bean curd with Chinese vegetables and rice.
   e. Hamburger with salad from the salad bar.
   f. The house "diet plate."

5. Ways to Save When Eating Out
    a. Ask about specials.
        1. Most restaurants have them daily.
        2. You often get more for your money--take extras home in a "people bag."
    b. If dining with another person, ask to split an order.
        1. They will usually bring you an extra plate.
        2. One of you can order an entree, then share.
    c. Sometimes a la carte items can be ordered separately to make up the combination you like.
        1. Compare the combined price to a similar "packaged" combination. (Separate items can also be more expensive.)
        2. Or order the "packaged" combination and take extras home.
    d. Some fast food restaurants such as Sizzler and Burger King have luncheon specials offered between 11 a.m. and 4 to 5 p.m.
        1. These specials often have almost as much food as the dinners.
        2. They are 1/2 to 2/3 the dinner price.
    e. Check newspapers and mailers for two-for-one specials.
        1. Bring a friend or family member and split the cost.
        2. Stick to the special offer; don't get sidetracked with other menu items.

6. Eating In Ethnic Restaurants
    a. If you don't understand the menu, ask the waiter for help and suggestions.
        1. Often, the waiters are of the same ethnic background as the food being served and are very willing to explain the menu as well as tell a little about the culture.
        2. Most waiters have a good idea of what items are the best.
    b. Tell the waiter if you want a food that is spicy or mild, low salt or low fat, or small or large portions. They can make a food item recommendation.
        1. Even if they are hesitant to recommend one food over another, you can tell by their facial expressions which ones they think are the best or worst.
        2. Sometimes they can make sure your serving is more to your preference. (They often do much of the putting food on plates, especially in fast food restaurants.)

In-Class Activities:

1. Make up a sample restaurant menu, with prices and a variety of selections, both high and low calorie, high and low fat and sodium. With limited-English speaking students, spend time helping them to learn to read menus.

2. From the menu, ask students to select a meal for low calories; select one for low cost; select one for creative use of appetizers and side-dishes.
3. Have limited-English speaking students make flash cards of menu terms described under #2 - Evaluation.
4. After students visit an ethnic restaurant (see #2 - Self-Study), have them share experiences in class. Students from the culture being discussed can add information on their own.

Self-Study:

1. Have students visit three fast food chains and three coffee shops and make a written report on "specials" and least expensive ways to get a well-balanced, moderate to low-calorie meal.
2. Have students visit an ethnic restaurant. (There are many that specialize in fast foods, too.) They should ask the waiter about recommendations to meet their needs such as low cal, low fat, small portions, etc. Make a written report. Share experiences orally in class.

Evaluation:

1. Grade oral and written reports on visits to ethnic restaurants as well as reports on selections from menus such as "specials" and low cost meals ordered out.
2. Limited-English speaking students can benefit from vocabulary test on menu terms such as "creamed," "sauteed," "basted," "marinated," "crispy," "au gratin," etc.

Resources:

Videos:

The Eating On the Run Film
(16 mm. 15 1/2 min.)
Your Diet: Fiber
(16 mm. 13 min.)
Fast Food Phenomenon
(filmstrip/audiotape; 6 min. color)

Available on a free loan basis to educators, nutritionists, food service personnel from:
Nutrition and Food Service Education Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

Betty Crocker Mealtime Planning
The Calorie Game
Carbohydrates and Fats

The Changing American Diet
Discovering a Pattern For a Balanced Diet: A Puzzle Self-Teaching Kit
Eat Your Way - With Color
Exploring the Marketplace: Nutrition on the Run--Snacks and Fast Foods
Food For Life - The Basic Four
Food and You
Help Yourself: Choices in Food and Nutrition
The Instant, Sugar Coated, Fast Food Nutrition Kit
Nutritive Value of Foods
MATCHE: Foods and Nutrition
The Sodium Content of Your Food
Shopping for Protein
Spanish/English Cookbook
Those Fabulous Fruits
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)

VESL Bibliography:

Chamot, Anna Uhl. Right Right!: Developing Survival Reading Skills.
Richey, Jim. "Survival Vocabulary."
State University of New York. "English for Living" modules.

CALORIE CONTENT OF FAST FOODS

**Colonel Sander's Kentucky Fried Chicken--two-piece chicken dinner (including potatoes, coleslaw and roll) 595 calories; three-piece dinner, 980; three-piece dinner with crispy coating batter, 1,070.

McDonald's--apple pie, 265; Big Mac, 557; cheeseburger, 319; Egg McMuffin, 312; fillet-o-fish, 406; french fires, 251; hamburger, 249; double hamburger, 350; hot cakes with butter, 272; and muffin, 136.

Baskin Robbins--one scoop ice cream, all flavors, between 133 and 148.

Burger King--cheeseburger, 305; french fries, 220; hamburger, 230; deluxe hamburger, 325; chocolate shake, 365; whopper, 630; and whopper junior, 285.

Pizza Hut--half of a 13-inch pizza with thick crust, 900 (thin crust, 8500; half of a 15-inch pizza with thick crust, 1,200 (thin crust, 1,150).

Taco Bell--bean burrito, 345; Bell Beefer, 243; enchirito, 391; frijoles, 231; taco, 146; and tostada, 206.

Dunkin' Donuts--doughnuts, 160 each; crullers, 240; coffee rolls, 215; chocolate cake, 249 per slice.

TOPIC: FOOD LABELING

Learning Objectives: The student will:

1. Know how to read food labels for ingredient and nutrient content.
2. Understand the significance of the U.S.R.D.A.
3. Know how to use food labeling and unit pricing.
4. Be aware of freshness labeling and the difficulty of interpreting it.
5. Know what information is required on food labels according to the Fair Packaging and Labeling Act of 1966.

Suggested Content:

1. Information Found On Ingredient Labels:
    a. Ingredients are listed from greatest to least percentage by weight.
    b. If a product has a standard of identity (recipe registered with the Food and Drug Administration), the ingredients don't have to be listed unless ingredients are used that aren't in the recipe. (Mayonnaise, ice cream, fruit cocktail are a few examples.)
2. Nutrition Labeling
    a. U.S. government regulations require all enriched or fortified foods and foods with nutrition claims to list ingredients.
    b. Vitamins A, D, B, B1 and Niacin, calcium, iron and protein must be listed.
    c. If claims are made that the cholesterol, fatty acid, or sodium content of the food are different from normal, the amount of these per serving must be listed.
    d. Nutrition labeling includes:
        1. ingredients.
        2. calories per serving.
        3. number of servings per container.
        4. serving size.
        5. nutrient content stated in percentage of R.D.A.
        6. number of grams of carbohydrates, fats and protein. (Helpful for low-fat dieters.)
3. The U.S.R.D.A. (United States Recommended Daily Allowance)
    a. Established amount of a nutrient needed daily to prevent a deficiency plus an extra margin for good health.
    b. The amounts are established for the healthy person only; R.D.A. doesn't apply to people:
        1. recuperating from illness.
        2. pregnant.
        3. smokers.
        4. with extra stress.
        5. drinking alcohol.
        6. using drugs, such as oral contraceptives.
    c. R.D.A. standards have not been set for all nutrients.

Standards have been set for:
1. calories
2. protein
3. 10 vitamins
4. 6 minerals

d. Not included in R.D.A. are:
1. fiber
2. essential fatty acids
3. individual amino acids
4. trace elements such as chromium, selenium, etc.

e. Consumers can be fooled into thinking their dietary needs are being met by choosing foods with labels displaying reassuringly high figures for R.D.A. supplied by the product.

4. Unit Pricing

a. Cost per unit (such as per ounce) is calculated and listed on a small tag posted on the shelf below the product.

b. Use to compare similar products to determine the best dollar value.
1. Comparing canned orange juice and bottled orange juice is meaningful because they're both liquid.
2. Comparing foods not in the same form (such as frozen orange juice with powdered orange drink) is misleading.

5. Freshness Labeling

a. This is not an easy system. The date may be shown as May 23, 5-23, 523, 5236 (6 for 1986) or 144 (calendar day).

b. Pull dates:
1. These represent the last recommended date of retail sale.
2. Foods can be sold after this date, but they are separated from fresh stock and shoppers are informed.

c. Quality assurance or freshness date:
1. This establishes the period of optimum quality of a food product.
2. The product is still edible after this date, but quality is not assured.
3. Some examples are cheeses, breakfast cereals, ready-to-bake cookie doughs, mayonnaise.

d. Expiration date:
1. This is difficult to establish and not frequently used.
2. Consumers should not use the product after this date.

e. Pack date:
1. This is the date of processing or final packaging.
2. It is found on the end of canned foods and on cartons of frozen foods.

6. Universal Product Code
    a. This is a small rectangular form consisting of closely spaced bars and a series of 10 numbers.
    b. The first 5 numbers indicate the manufacturer of the item, weight, and price.
    c. At the checkout stand, food items are passed over a scanning device which identifies the items to the store computer and instantly records the product information on a receipt for the consumer.
7. Fair Packaging and Labeling Act
    a. This federal law requires the following information on labels:
        1. The common or usual name of the product.
        2. An accurate statement of quality--weight, measure, or count (1 lb., 1 pt., 1 dozen).
            a. When the product is liquid, the quantity must be stated in the largest unit applicable to the product--gallon, quart, pint, or fluid ounce.
            b. When the volume is greater than one unit, but less than the next, the contents must be given in that smaller unit, plus the fraction. (e.g., one quart, one pint; NOT 3 pints, 48 oz.)
        3. The name and place of the business of the manufacturer, packer, or distributor.
        4. The ingredients must be given in order of the greatest to least. "Spices," "flavorings," and "colorings" can be listed without specifiying which ones are used.
        5. Products with Standards of Identity must have optional ingredients listed.
        6. If a claim is made about a food for a special dietary purpose, a statement about this must be made. (e.g., Low sodium)
        7. The use of artificial colors and flavorings and chemical preservatives must be stated.
        8. Substandard quality must be noted for any product that fails to meet established standards.
        9. Information must be on the main label--the one the consumer is most aware of when buying the product.
        10. There must be sufficient label space for presentation of the required information.
        11. The information must be readable--stand out against contrasting background.

In-Class Activities:

1. Bring in food cans and packages for students to examine for nutrient information.
2. Take students to a grocery store and demonstrate how to use unit pricing to make product and size comparisons.
3. Use the Label Language activity at the end of the unit for a label reading exercise. (This is especially helpful for limited-English speaking students.)

Self-Study:

1. Have students go the grocery store and fill out the charts on Comparing Nutrients and Unit Pricing found at the end of this unit.
2. Have students make a lunch or dinner menu with a shopping list to accompany it. Then go the store and find the best dollar buy for food items using unit pricing and nutrient labeling. They should briefly explain how they determined which brands to buy. (This project can be done along with Activity #1.)

Evaluation:

1. Unit pricing examples can be used to help build student math skills. (e.g., a can of beans weighs 16 oz. and costs $.64; what is the unit price per ounce?)
2. Grade Self-Study projects.
3. Give the Label Literacy Quiz at the back of this unit.

Resources:

Films:	Food Labeling: Understanding What You Eat (16 mm. 15 min. color) Available on a free loan basis to educators, nutritionists, child care and school personnel from: Nutrition and Food Service Education Resource Center 321 Wallace Avenue Vallejo, CA 94590 (707) 557-1592

VOICE Bibliography:

Be A Better Shopper
Comparison Cards: Guide for Teachers and Other Leaders
Help Yourself: Choices in Foods and Nutrition
How To Succeed in the Marketplace Without Going Bananas
Lots A Labels
Let's Get Organized
Nutrition Labeling
Nutrition Labeling: How It Can Work For You
Nutritive Value of Foods
MATCHE: Foods and Nutrition

VESL Bibliography:

Chaille, David. More Pictures That Teach Words.
Chamot, Ann Uhl. Read Right!: Developing Survival Reading Skills.
Freeman, Daniel B. Speaking of Survival.
Refugee Education and Employment Program. The REEP Curriculum: A Functional Approach to Competency Based Survival ESL.
Roderman, Winifred Ho. Reading and Following Directions.
State University of New York. "English for Living" modules.
Weaver, Ann A. Planning Meals and Shopping.

COMPARING
NUTRIENTS IN FOODS
YOU EAT

Shop for at least five different foods with nutrition labels and use the following chart to:

- learn sources of different nutrients.
- become familiar with the composition of different foods.
- find the calorie content in different foods.
- Compare nutritive value of different foods.
- select foods that provide needed nutrients.

Composition per Serving	Products by Name and Brand			
calories				
protein, grams				
carbohydrate, grams				
fat, grams				
% of U.S. RDA*				
protein				
vitamin A				
vitamin C				
thiamin (B1)				
riboflavin (B2)				
niacin				
calcium				
iron				

*U.S. Recommended Daily Allowance--the amounts of each nutrient considered adequate to maintain good nutrition.

MAKING THE MOST OF UNIT PRICING

Unit pricing makes it easy to compare the prices of foods in different size containers. The cost per serving is also important, particularly for different cuts of meat and fresh fruits and vegetables. A higher unit price makes the best buy because of a greater number of servings. See the following chart to compare unit prices, and cost per serving for at least eight food products.

Product	Brand	Size	No. of Servings	Total Cost	Unit Price	Cost per per Serving

*Divide total cost by the number of servings for cost per serving.

SIX STEPS TO SMART SPENDING

Set up a food spending
Plan for good nutrition.
Preshop at home.
Use shopping aids.
Develop shopping skills. Store and prepare food properly.

TEN MONEY-SAVING HABITS

Use a shopping list.
Buy seasonal food in season.
Take advantage of advertised specials.
Read labels for content, nutrition information and recommendations on preparation and storage.
Examine fresh foods with care.
Buy the quality and form of food most suitable for the intended use.
Compare prices by unit or cost per serving.
Compare food stores for quality, prices, selection and service.
Substitute inexpensive food for more costly items when possible.
Compare the cost of different brands, grades and quality of the same food.

LABEL LANGUAGE

WHAT DO YOU KNOW?

(May be used as pre-test and/or post-test)

Please circle "T" (true) or "F" (false) after the following:

1. A business name and place of business must be printed on every food label .... T F
2. A food label must give the common name of the product.... T F
3. An ingredient listing is required on all food labels..... T F
4. The ingredients listed on the food label are listed in the order the ingredients are placed in the container. T F
5. An ingredient list is not necessary on frozen foods...... T F
6. Since water is not considered an ingredient, it does not have to be included in the ingredient listing........ T F
7. A nutrition label is required on every food product...... T F
8. A nutrition label is required if vitamins have been added to enrich a food product........ T F
9. The net weight or net contents is required on all food labels........ T F
10. The net weight is the weight of the contents of the food container but does not include the weight of the container........ T F
11. The net weight or net contents must be printed in the lower 30% of the front panel of a food label............ T F
12. All foods packed in juice or water must list the drained weight of the food on the label........ T F
13. Metric weights are now required on all food labels....... T F
14. All chemical additives must be listed on a food label, but the listing of natural additives is optional......... T F
15. Ounces measure weight but fluid ounces measure volume.... T F
16. All food products must be stamped with a date indicating the last day the product may be sold........ T F
17. FDA refers to the Federal Drug Agency........ T F
18. USDA refers to the United States Department of Agriculture........ T F
19. Any picture of a food product on the label must give an accurate portrayal of the product and not be misleading in any way........ T F
20. A fruit drink that looks like orange juice but actually contains very little orange juice must print the percentage of orange juice it does contain on the label........ T F

TOPIC: FOOD SHOPPING

Cross Reference: GOOD NUTRITION ON A SMALL BUDGET

Learning Objectives: The student will:

1. Plan a food budget that includes nutritious foods for the amount of money that fits their family nutrition and financial needs.
2. Know how to plan ahead before actually shopping for food.
3. Know how to efficiently use the grocery store.
4. Know the different types of food stores and the advantages and disadvantages of each.

Suggested Content:

1. Planning the Food Budget
    a. Consider the following:
        1. The personal preferences of individual family members.
        2. The nutritional needs of each member. (See Nutrition Basics unit.)
        3. The number of meals eaten away from home.
        4. The amount of entertaining you do.
        5. The amount of food you prepare yourself.
        6. Where you shop.
        7. Other demands on your income.
    b. Estimate how much money you have to spend.
    c. Don't forget non-food items that are purchased at the food store.
    d. Keep a record of actual amounts spent. After several weeks, compare what you had planned to spend with what you actually spent.
    e. From time to time adjustments need to be made, as food prices change or needs change.
2. Food Shopping Starts at Home
    a. Take time to review newspaper ads, plan meals, and make a shopping list. This helps you to:
        1. Find the best buys.
        2. Eliminate impulse purchases.
        3. Eliminate extra trips for forgotten items.
    b. Clip coupons.
        1. They can save money on items you would normally buy.
        2. Don't use coupons for foods that are strictly "luxury" and that you wouldn't buy normally.
    c. Take advantage of seasonal specials (see chart at the end of the unit).
    d. Consider food preferences; invite family members to make food suggestions.
    e. Think about appetite appeal.
        1. Plan meals with contrasting colors, textures, flavors, sizes, and shapes.
        2. Try new recipes occasionally to add variety.

- f. Plan the use of left-overs.
    - 1. They can be used in casseroles.
    - 2. They can also be used for snacks and lunch boxes.
- g. Make a shopping list.
    - 1. Keep an ongoing list and write down items as your supply gets low.
    - 2. Look over recipes you plan to use. Be sure you have the necessary ingredients.
    - 3. Check cupboards, refrigerator, etc. Are there staple items such as flour, sugar, salt, etc. that should be added to the list?
    - 4. Organize your list according to the store layout to save time and steps.

3. Efficient Use of the Food Store
    - a. The best time to shop is when the stores are least crowded.
        - 1. Also, plan shopping to coincide with advertised specials.
        - 2. Find out when perishables are delivered to get the freshest produce.
    - b. Keep shopping trips to a minimum.
        - 1. This saves both time and money.
        - 2. The more often you shop, the more likely you will make unplanned purchases.
    - c. Shop one section at a time beginning at one side of the store and working to the other.
        - 1. You might want to begin with meat or produce.
        - 2. End with spices or canned foods because you may want to alter your shopping list, depending upon the availability of meat and produce.
    - d. Handle items with care, especially produce and other perishables.
    - e. Control children. They will often talk you into buying unwanted items.
    - f. Check coupons ahead of time for expiration dates.
    - g. Have cash or check ready when checking out.
    - h. Avoid shopping when hungry. (Easy to open, quick, high calorie and other foods you might not normally buy seem more appealing.)
    - i. Mixes and convenience foods (prepackaged desserts, T.V. dinners, hamburger helpers) tend to be higher in concentrated sugars, salt, and cost.
    - j. Be aware of fatty meats. (e.g., hamburger should be less than 20% fat.)
        - 1. Fatty meats may be less expenisve, but are higher in calories.
        - 2. They have greater shrinkage in cooking.
    - k. Be careful about foods labeled "dietetic."
        - 1. The often have similar calorie value as other foods when compared on a per ounce basis.
        - 2. They are usually more expensive.

4. Food Shopping Alternatives--Advantages and Disadvantages
    - a. Supermarkets

1. Advantages:
    a. A wide selection of national brands along with private and generic labels.
    b. Large numbers of different products at different price levels.
    c. Advertised specials.
    d. Customer services: check cashing; assistance with carrying groceries to the car.
2. Disadvantages:
    a. May be too large to find things quickly.
    b. May be crowded.

b. Co-ops (Associations owned and operated by groups of people for the purpose of buying and distributing food to its members.)
  1. Advantages:
      a. Prices are usually lower than at supermarkets.
      b. There is profit-sharing for members.
      c. There is opportunity for community and neighborhood involvement.
  2. Disadvantages:
      a. There are fewer customer services.
      b. Food purchases depend upon what the majority want.
      c. Inexperienced personnel and management can cause customer inconvenience. (Sometimes personnel is volunteers.)

c. Convenience Stores
  1. Advantages:
      a. They are open long hours.
      b. They are often open holidays and weekends.
      c. They give fast service.
  2. Disadvantages:
      a. The prices are usually higher.
      b. Selection is limited.
      c. They usually don't have fresh meat or produce.

d. Specialty Store (e.g., fish market, delicatessen, etc.)
  1. Advantages:
      a. They give personal attention.
      b. They give fast service.
      c. Customer service is sometimes provided (e.g., they deliver special orders, give credit, etc.)
  2. Disadvantages:
      a. Prices are usually higher than at the supermarket.
      b. They require an extra shopping trip if delivery is not provided.

e. Thrift Store (Day-old bakery or damaged goods)
  1. Advantages:
      a. Prices are lower.
  2. Disadvantages:
      a. There are few, if any, customer services.
      b. Items may be in cartons, rather than displayed on shelves.
      c. There are limited amounts of fresh produce and frozen foods.
      d. These stores are not usually readily accessible.
      e. There is less variety of items.

f. Farmer's Market
   1. Advantages:
      a. Items are sometimes less expensive than at the supermarket.
      b. Produce is very fresh.
   2. Disadvantages:
      a. There is less variety--specific fruits and vegetables may not be available.
      b. In some regions, markets close when fresh produce is not readily available.

In-Class Activities:

1. For Asian limited-English speaking students, if you live in Santa Clara County or have access to something similar, show slides on Marketing, a set of 80 slides with tapes in Cambodian, Chinese, Laotian, and Vietnamese. These are part of a set called Consumer Education for Indochinese available from:

   Office of Santa Clara County
   Superintendent
   100 Skyport Drive
   San Jose, CA 95110

   This set on marketing introduces the newly-arrived immigrant to the importance of budget planning and shopping; the need to make decisions between "wants" and "needs;" common types and sizes of food containers related to the quantity of food needed and the cost per serving.
2. Also, for limited-English speaking students, go over the food ads: how to read them or how to use them to make a shopping list.
3. Take students to the supermarket, walk them through the aisles, and explain where foods are shelved and the most efficient way to use the store. (This can be done with the unit on labeling.)

Self-Study:

1. Have students identify money to spend and prepare a food budget by filling out the Food Spending Plan at the end of the unit.
2. Have students go to three different food stores. From newspaper ads, select five advertised specials from each store and compare the special price with the regular price. They should use the form "Comparing Advertised Specials with Regular Prices" at the end of the unit.

Evaluation:

1. Grade Self-Study exercises.

2. Test students on meal planning and food shopping by having them list from memory the steps to take in preparing to shop and shopping. (This is especially helpful for limited-English speaking students; they can write very simple sentences describing the process or you can make up a list with steps out of order and have them arrange the steps in order of how they would do them.)

Resources:

Slides:	Marketing (Consumer Education for Indochinese) Office of Santa Clara County Superintendent 100 Skyport Drive San Jose, CA 95110
Pamphlets:	Your Food Dollar ($1.00) Money Management Institute 2700 Sanders Road Prospect Heights, Illinois 60070
	Family Food Budgeting Home and Garden Bulletin #94 (1981) Superintendent of Documents U.S. Government Printing Office Washington, DC 20402
Handout:	Tips for Shopping...and Saving Calories Department of Dietetics and Nutrition Brigham and Women's Hospital 75 Francis Street Boston, Massachusetts 02115

VOICE Bibliography:

Be A Better Shopper
Betty Crocker Mealtime Planning
Discovering Nutrition : Student Guide
Discovering a Pattern For A Balanced Diet: A Puzzle Self-Teaching Kit
Eat Your Way--With Color
Food and You
The Food Coop Handbook: How to Bypass Supermarkets to Control the Quality and Price of Your Food
Food For Life--The Basic Foud
Food For You
A Guide For Teaching Food Use and Nutrition Education
Guide for Nutrition
Help Yourself: Choices in Foods and Nutrition
How To Buy Beef

How To Succeed in the Marketplace Without Going Bananas
Lots A Labels
Let´s Get Organized
Nutrition Labeling
Nutrition Labeling: How It Can Work For You
Nutritive Value of Foods
MATCHE: Foods and Nutrition
Read the Label--Set a Better Table
Selection of Retail Cuts of Beef
Shopping with Martin--For the Bread and Cereal Group
Shopping with Martin
Shopping for Protein
Those Fabulous Fruits
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)

VESL Bibliography:

Freeman, Daniel B. Speaking of Survival.
Larned, Phyllis and Nicholas J. Randall. Reading A Newspaper.
Refugee Education and Employment Program. The REEP Curriculum: A Functional Approach to Competency Based Survival ESL.
Royce, Sherry and Christopher Ransom Miller. Money Management.
State University of New York. "English For Living" modules.
Weaver, Ann A. Planning Meals and Shopping.

CALENDAR OF BEST BUYS

January Apples Grapefruit Oranges	February Apples Grapefruit Oranges	March Apples Artichokes Grapefruit Oranges
April Artichokes Asparagus Pineapple Turkey	May Asparagus Corn Pineapple Strawberries Tomatoes	June Berries Cherries Corn Fresh fish Melon Plums Tomatoes
July Berries Cherries Corn Fresh fish Grapes Lemons Limes Melon Nectarines Peaches Plums Tomatoes	August Berries Corn Fresh fish Grapes Melon Nectarines Peaches Pears Plums Tomatoes	September Cauliflower Corn Grapes Peaches Pears Plums Tomatoes
October Apples Brussels sprouts Cauliflower Cranberries Fresh shellfish Pears Pumpkin Sweet potatoes Turkey Winter squash	November Apples Brussels sprouts Cauliflower Cranberries Fresh shellfish Oranges Pears Pumpkin Sweet potatoes Turkey Winter squash	December Apples Cranberries Grapefruit Oranges Sweet potatoes Turkey Winter squash

Food such as beans, celery, lettuce, cabbage, onions, potatoes, and carrots are plentiful throughout the year.

FOOD SPENDING PLAN

SHOPPING PERIODS (semiweekly, weekly or biweekly)	AMOUNTS		COMMENTS
	Planned	Actual	
MEALS EATEN AWAY FROM HOME			
TOTAL			

COMPARING ADVERTISED SPECIALS WITH REGULAR PRICES

Advertised specials usually offer significant savings. From newspaper ads select five to ten advertised specials from each of three food stores in the area. Compare each special price with the regular price in the store running the ad and with the regular price of the same item in other stores.

Store	Product	Special Price	Regular Price		Saving
			Same Store	Other Stores	

TOPIC: FRUITS AND VEGETABLES

Learning Objectives: The student will:

1. Know the nutritional contributions fruits and vegetables make to our diet.
2. Know how to select fresh fruits and vegetables for quality and freshness.
3. Know how to store and prepare fruit and vegetables for optimal nutrition and flavor.
4. Know how to figure cost per serving of some of the more common fruits and vegetables.

Suggested Content:

1. Nutritional Contributions
    - a. They add flavor and texture variety.
    - b. Without fruits and vegetables, it's difficult to get enough Vitamins A and C.
    - c. They provide minerals such as potassium, phosphorus, some calcium, and other trace minerals.
    - d. Legumes (fruit of pod-bearing plants: peas, beans) provide protein. (Not as good as animal products, but if combined with other protein foods such as cereals and grains, can make a good complementary protein source.)
    - e. They provide fiber.
        1. Fiber is important for proper digestive functioning and elimination.
        2. Fiber adds bulk to the diet for texture and appetite appeal.
        3. Bulk gives a feeling of fullness without adding a lot of calories and delays the emptying of the stomach.
        4. Fiber may help to prevent cancer of the colon.
        5. Certain types of fiber (pectins) bind bile acids and other fat substances, which helps to lower blood cholesterol. (Cholesterol is in this way carried out of the body.)
    - f. We need four servings of fruits and vegetables daily.
        1. A serving equals 1/2 to 3/4 cup of chopped or diced fruit/vegetables or 1 apple, 1 orange, 1 banana, 1 potato, etc.
        2. One serving should be a good source of Vitamin C: oranges, grapefruit, tomatoes, broccoli, strawberries, cranberry juice, etc.
        3. At least every other day, we need a good source of Vitamin A: apricots, cantaloupe, peaches, watermelon, sweet potatoes, carrots, spinach, etc.
2. Selecting for Quality and Freshness
    - a. Handle fruits and vegetables only when necessary. (Avoid pinching which damages.)
    - b. The largest is not always the best. A medium size is often a better buy.

- c. Know the difference in defects.
    - 1. Some surface defects do not effect eating quality or food value, but lower the cost.
    - 2. Examples of harmless defects are: lightly colored apples, russet spots on citrus fruit, green-tinged skins on Valencia oranges.
- d. If produce is sold bulk (by the pound) or by the bag, compare prices per pound and prices per bag.
- e. Buy only the amount you can store properly and use without wasting.

3. Fresh, Canned, or Frozen?
- a. No specific rule can be given as to which product is best. It depends on:
    - 1. What you intend to do with the food.
        - a. Serve "as is" requires more perfection.
        - b. Use as an ingredient in a combination dish requires less perfection.
    - 2. Family tastes.
        - a. Some families prefer fresh; other frozen.
        - b. People also differ in how much seasoning and what combinations of ingredients they like.
    - 3. Your budget.
    - 4. Convenience.
        - a. You can choose to do all the preparation, some, or none.
        - b. Your lifestyle, time budget, and cooking facilities all need to be considered.
- b. Canned and frozen fruits and vegetables are about equal in food value to fresh ones.
- c. New varieties and methods of handling, shipping, and processing help prevent nutrient losses. (1/2 cup fresh cooked peas contains 575 I.U. Vitamin A; cooked frozen peas 546 I.U.; canned peas contain 535 I.U.)
- d. Citrus fruits are excellent sources of Vitamin C.
    - 1. Canned or frozen juice retains most of its Vitamin C for several days after opening, if stored covered in a refrigerator.
    - 2. Juice from fresh oranges retains its Vitamin C better if you keep it covered and in the refrigerator.

4. Storing and Preparing for Optimal Nutrition and Eating Quality
- a. Wash to remove dust and contamination from hands that have handled them during harvesting and marketing.
    - 1. Use warm water to rinse. (Hot water wilts vegetables and should not be used.)
    - 2. Many vegetables are best washed by immersion in water or by running tap water over surface of the leaves.
    - 3. Some vegetables need to be lightly brushed with a vegetable brush to remove soil.
- b. Most fruits and vegetables (with the exception of bananas and potatoes) keep best when refrigerated.

1. Store in a vegetable drawer or hydrator in the refrigerator or,
2. Store in dry (to avoid mildew) plastic bags. Make sure washed fruits and vegetables are fairly dry before placing in the bag.
3. How long they can be stored depends on the type of fruit or vegetable, its quality, and the temperature and humidity of storage. (Carrots, several months; celery, several weeks; leafy greens, about one week)

c. Preparation

1. Eat raw whenever possible for better nutrient content, and for fiber and roughage for digestion.
2. The best way to cook a fresh vegetable is to steam it in a small amount of water or lightly saute in vegetable oil.
3. It's important not to peel some fruits and vegetables. Leave peelings on whenver possible.
   a. Many of the nutrients are located close to the skin and will be lost in the peelings.
   b. The skin also provides extra fiber.
4. When preparing salads (especially green leafy), prepare as close to eating time as possible.
   a. Wilting, cutting, tearing of leaves activates enzymes that will destroy Vitamin C.
   b. They will be fresher and more appetizing.
5. When cutting fruits and potatoes before cooking or serving raw, sprinkle on a little lemon juice or other antioxidant (you can also buy these at the grocery store) to prevent browning.
6. Save vegetable cooking water for use in soups and other products; the water-soluble nutrients are in it. (It's best to use as little cooking water as possible.)
7. When cooking frozen vegetables, use only enough water to keep them from sticking to the pan.

5. Figuring the Cost Per Serving

a. Cans of the same size used for different products may contain different weights.

1. The contents may be different weights because some foods have greater density than others.
2. The same size can might hold 16 oz. pork and beans but only 14 oz. blueberries.

b. Can sizes contain these approximate net weights and servings:

Can size	Approx. net weight	Approx. cups	Servings
#300	15-1/2 oz.	1-3/4	3
#303	1 lb.	2	4
#2	1 lb. 4 oz.	2-1/2	5
#2-1/2	1 lb. 13 oz.	3-1/2	7
#3 cylinder	46 oz.	5-3/4	10

In-Class Activities:

1. Bring in fresh fruits and vegetables or take students to a produce department in a grocery store to explain selection of various fruits and vegetables. (Immigrants will be interested to know what is available and how to select and prepare them.)
2. Bring in different size cans and containers of fruits and vegetables so students can see what would suit their family needs. Open a few to show the amount and serving sizes. You can also use empty cans with labels still on them.
3. Demonstrate how to clean and store fruits and vegetables, as well as how to prepare and cook them. (Even if you don't have a kitchen available, an electric fry pan or wok works great!)

Self-Study:

1. Have students make a list of various fruits and vegetables and calculate the number of servings per pound and cost per serving. They should do this for at least six fruits and six vegetables.
2. Have students prepare a menu for 3 days, showing what fruits and vegetables they should consume and the amounts (number and size servings). Calculate cost per serving.
3. Have students buy and prepare a fruit and a vegetable they have never eaten or eat infrequently. Have them report on their preparation method and personal reaction.

Evaluation:

1. Grade Self-Study projects.
2. Test covering information on preparation and Storage Guide at the end of the unit. Make a matching test for preparation and storage of various fruits and vegetables.

For Example:

__(2)__ asparagus   1. refrigerate in a plastic bag.

__(1)__ carrots   2. refrigerate in a crisper.

__(3)__ potatoes   3. store in a cool, dry place.

Resources:

Film:

Vegetable Preparation
(16 mm. 10 min. color)
Available on a free loan basis to educators, nutritionists, child care and school personnel from:
Nutrition and Food Service Education Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

Pamphlets:

Buying Calendar for Fresh Fruits and Vegetables (#2404)
Choosing Vegetables on the Basis of Cost (#2406)
Shopping for Fruits and Vegetables (#2407)

Division of Agricultural Sciences
University of California
Cooperative Extension
Berkeley, CA 94720

VOICE Bibliography:

Be A Better Shopper
The Benevolent Bean
The Cook's Problem Solver
Food for Life--The Basic Four
Freezing--What It's All About
Fruits
Nutrition Education Resource Series
Nutritive Value of Foods
Soy Protein: You'll Be Surprised
Those Fabulous Fruits
Vegetarianism In A Nutshell
Vitamins and Minerals

VESL Bibliography:

State University of New York. "English for Living" modules.
Weaver, Ann A. Planning Meals and Shopping.
Weaver, Ann A. Getting Ready to Cook.

VEGETABLE AND FRUIT
PREPARATION AND STORAGE GUIDE

VEGETABLES	PREPARATION	HOW TO STORE	USE WITHIN:
Asparagus	Do not wash before storing	Refrigerate in crisper	2 to 3 days
Beets; parsnips; radishes; turnips	Remove tops	Refrigerate in plastic bag or plastic container	2 weeks
Broccoli; brussels sprouts		Refrigerate in crisper, plastic bag or container	3 to 5 days
Cabbage		Refrigerate in crisper, plastic bag or container	1 to 2 weeks
Carrots	Remove tops	Refrigerate in plastic bag or container	2 weeks
Cauliflower & Celery		Refrigerate in crisper, plastic bag or container	1 week
Cucumber	Wash and Dry	Refrigerate in crisper, or in plastic bag	1 week
Eggplant		Store at cool room temp. 60°	Several months at 60°; only 1 week at room temperature
Green onions	Wash, leave slightly moist	Refrigerate in plastic bag	3 to 5 days
Green peas & Lima beans	Leave in pods	Refrigerate	3 to 5 days
Lettuce & other salad greens	Wash and drain well	Refrigerate in crisper; plastic bag or container	1 week

Onions		Store mature onions at or slightly below room temp. in loosely woven or open-mesh container	If stored properly, will keep for several months
Peppers	Wash and dry	Refrigerate in crisper, or in plastic bag	1 week
Potatoes		Store in dark, dry place away from heat at about 45° to 50°	If stored properly, will keep for several months
Rhubarb		Refrigerate	3 to 5 days
Spinach; kale collards; chard; beet; turnip; and mustard greens	Wash thoroughly in cold water; lift out of water as grit settles to bottom of pan	Refrigerate in crisper, or in plastic bag	3 to 5 days
Squash (hard-rind varieties)		Store at cool room temp. 60°	Last several months at 60°; 1 week at room temperature
Squash (summer varieties)		Refrigerate in crisper, plastic bag or container	3 to 5 days
Sweet corn	Store unhusked and uncovered	Refrigerate	Use as soon as possible for sweetest flavor
Sweet potatoes		Store at cool room temp. 60°	Last several months at 60°; 1 week at room temperature

Tomatoes		Keep unripe tomatoes at room temp. away from sunlight until ripe. Refrigerate ripe tomatoes uncovered	1 week or less (depending on ripeness when stored)

FRUITS	IF UNRIPE, HOW TO MATURE	IF RIPE, HOW TO STORE	ONCE RIPE USE WITHIN:
Apples	Generally ripe when sold	Refrigerate or keep at cool room temperature	1 month
Apricots	Keep at room temp. until flesh softens	Refrigerate	3 to 5 days
Avocados and Bananas	Keep at room temp. until ripe	Refrigerate	3 to 5 days
Berries and Cherries	Generally ripe when sold	Refrigerate, covered. Do not wash or steam before storing	2 to 3 days
Cranberries	Generally ripe when sold	Refrigerate, covered	1 week
Citrus fruit	Generally ripe when sold	Best stored at cool room temp. May be refrigerated, uncovered	2 weeks
Grapes	Generally ripe when sold	Refrigerate, covered	3 to 5 days
Melons	Keep at room temp. until until ripe	Refrigerate, covered	7 to 10 days
Nectarines & Peaches	Keep at room temp. until flesh ripens	Refrigerate	3 to 5 days
Pears	Keep at room temp. until ripe	Refrigerate	3 to 5 days

Plums	Generally ripe when sold	Refrigerate	3 to 5 days
Dried fruits	Ripe when sold	Keep in tightly closed containers. Store in cool place	6 months (if properly stored)

TOPIC: NUTRITION FOR ADOLESCENTS

Learning Objectives: The student will:

1. Know the nutritional requirements of the adolescent.
2. Know how and why these nutritional requirements differ from other age groups.
3. Understand the consequences of poor nutrition during adolescence.
4. Understand the eating patterns typical of many adolescents as well as ways the adolescent can be encouraged to improve their diet.

Suggested Content:

1. Adolescent Nutrition Requirements
    a. Energy
        1. Requirements are high because of rapid growth and high metabolism. (Some adolescent males will consume and utilize 4,000 + calories per day.)
        2. Many adolescents (especially girls) are trying to restrict calories in order to lose weight.
        3. Many consume high calorie, low-nutrient density foods that contribute little other than energy.
    b. Carbohydrates
        1. No R.D.A. exists.
        2. Consumption should equal 45 to 60% of the total daily calorie intake.
        3. Eat more complex, unrefined carbohydrate sources such as whole grains and cereals.
    c. Protein
        1. For girls, requirements are highest between ages 15 and 18, decreasing as growth slows. (Teenage girls need about 1.5 gm. protein/kg. body weight. For both boys and girls, divide their weight in pounds by 2.2 to get weight in kg.; then multiply by 1.5 gm. protein per kilogram of body weight for protein requirement.)
        2. Boys bone growth isn't usually complete until age 22; girls, age 20.
        3. Boys require slightly more protein than girls for the same age and size because their maturation involves more muscle and bone building. (The computation for protein requirement given above is adequate for males, however.)
    d. Fats (Lipids)
        1. No R.D.A. has been established for any age group.
        2. It is recommended that no more than 30% of total calorie intake be from fat.
            a. This is enough to provide essential fatty acids.
            b. It is suggested to reduce later risk of possible arteriosclerosis.

- e. Vitamins and Minerals
  - 1. Iron deficiency is a problem among adolescent girls.
    - a. The average American diet yields 6 mg. iron per 1,000 calories.
    - b. Requirements for menstruating girls is 18 mg. per day; for boys, 18 mg. until age 19, when it drops to 10 mg. daily.
    - c. The average adolescent girl consumes 2,000 or fewer calories.
  - 2. Vitamin A deficiency is especially prevalent in adolescent girls.
    - a. They are less likely than boys to consume dairy products and protein foods, which are good sources.
    - b. A 1982 Nationwide Food Consumption Survey showed that 25 to 50% had abnormally low intakes.
  - 3. Vitamin C
    - a. Studies report that 35 to 45% of the teen population have inadequate intakes.
    - b. Teens should be encouraged to consume fresh fruits and vegetables for Vitamin C and fiber as well as other vitamins and minerals.
  - 4. Folacin
    - a. This B vitamin is especially critical for manufacturing red blood cells, so all adolescents need at least 400 micrograms daily for growth and expansion of the circulatory system.
    - b. Especially vulnerable are pregnant teenagers. (90% get less than 2/3 the requirement.)
    - c. Good food sources are green leafy vegetables, legumes, grains, liver.
  - 5. Pyrodixine (B6)
    - a. B6 is a coenzyme for more than 70 different enzymes related to protein metabolism, and for enzymes to break down glycogen (the body storage form of glucose) to glucose.
    - b. Deficiencies can contribute to hormone-related emotional problems such as premenstrual tension and depression.
    - c. Women taking oral contraceptives are especially at risk.
    - d. B6 is often not replaced to enrich products after grains are refined.
    - e. Adolescent girls need 2 mg. daily; boys 19 to 24 need 2.2 mg. daily.
  - 6. B1, B2, and Niacin
    - a. These B vitamines are important for release of energy from carbohydrates, fats, and protein.
    - b. They are also needed for proper digestive and nervous system functioning.
    - c. Whole grains, meats, and dairy products are good sources.

7. Calcium
    a. At least 1/2 of American teenage girls consume less than 2/3 of their R.D.A. (1,200 mg.) of calcium.
    b. Later bone problems (osteoporosis) can result.
8. Iodine
    a. Iodine is necessary for thyroxine production, to regulate metabolism.
    b. Metabolism is high in adolescence.
    c. Goiter--enlargement of the thyroid gland can be a deficiency result.
    d. Use of iodized salt is a good prevention measure.

2. Why Nutritional Requirements are Higher During Adolescence
    a. Rapid growth and metabolsim occur in adolescence.
    b. High energy is needed for physical activity--especially by boys.
    c. High emotions can affect nutrient utilization in a negative way.
    d. Sexual maturity (especially in girls) raises requirements for iron, calcium and possibly B6.
3. Consequences of Poor Nutrition During Adolescence
    a. Achievement of genetic, physical and mental potential is dependent upon nutrition during growing years.
    b. Eating patterns set during adolescence and earlier in childhood tend to persist into later life.
    c. Undersupply of calcium can affect bone density and make osteoporosis more likely to occur later.
    d. Eating too much saturated fat and cholesterol from animal sources of food can lead to early arteriosclerosis.
    e. Eating too many refined foods and not enough fiber can lead to elimination problems and later possible cancer of the colon.
    f. Eating foods with too much sodium (e.g., french fries, potato chips, etc.) can increase blood pressure.
    g. Eating too much sugar (simple carbohydrates such as jam, jellies, soft drinks, candy) can lead to dental decay, overweight, and hypoglycemia (low blood sugar).
    h. Overconcern with weight can lead to eating disorders such as bulimia and anorexia nervosa and possible death.
        a. Bulimia--eating large amounts of food, then vomiting to get rid of it.
        b. Anorexia nervosa--self-starvation; victim tries to live on a very small amount of food.
4. Changing Poor Food Patterns to Good Ones
    a. About 40% of teenagers skip breakfast.
        1. Females are more likely to skip meals because they're worried about weight.
        2. Many eat high carbohydrate breakfasts such as donuts, toast, juice, cereal.
        3. Encourage a well-balanced breakfast with some food from each of the four food groups.

- b. Snacks
  - 1. Teenagers prefer those that are convenient, inexpensive: often candy, cookies, sweet cakes out of the snack machine.
  - 2. They like food that can be prepared quickly, eaten informally, and is portable.
    - a. Encourage them to eat raw fruits and vegetables, nuts, and cheese as snacks.
    - b. "Sell" these foods as being good for weight control (especially fruits and vegetables).
- c. Eating at School
  - 1. About 70% of 15 to 18 year olds never eat at the school cafeteria.
    - a. They have a cultural prejudice that the food is unacceptable.
    - b. It isn't considered the "in" thing to do.
  - 2. Encourage them to pack a nutritious, appetizing lunch by having them help shop for and prepare food.
- d. Worry About Weight
  - 1. More than 80% worry about weight, although only 20% are overweight.
  - 2. Restraining eating, fasting, and worrying about food are almost constant issues in the lives of many young women.
  - 3. Magazines affect their feelings about weight. Almost every issue of Teen Magazine (and many others), carries ads for diet pills, diet drinks, and electric toners.
  - 4. Exercise is not practiced very often to lose weight.
    - a. Less than 20% exercise more than required by school P.E. classes.
    - b. For those embarrassed about their bodies, PE. classes are sources of humilation.
    - c. Encourage exercise and outdoor activities from early childhood on.
- e. Smoking
  - 1. Six million teenagers smoke regularly.
  - 2. For a majority of smokers, fear of gaining weight after stopping smoking is a serious problem.
  - 3. Smoking is viewed as an alternative to eating and snacking.
  - 4. Smokers have increased needs for Vitamin C and other nutrients because of their decreased food intake.
- f. Skin Problems
  - 1. There are many myths about acne and diet.
    - a. None of the supposed "offenders" have ever been proved to cause or worsen acne.
    - b. Chocolate (the most-accused foodstuff) has been scientifically proved not to aggravate acne.
  - 2. Zinc supplementation and use of a chemically modified version of Vitamin A (13 cis-retinoic acid) have shown encouraging results.

3. Good diet with plenty of water and exercise will help promote healthy skin.

In-Class Activities:

1. Go over the Basic Four Food Groups, with emphasis on foods that are lower-fat, lower calorie, such as:

   Milk Group - skim and low-fat milk, unflavored yogurt, cottage cheese, part-skim ricotta, mozarella cheeses, and frozen yogurt.
   Meat (high-protein) Group - chicken and turkey (light meat without skin), water-packed tuna, broiled or baked fish, lean beef, ground turkey and extra-lean ground beef, tofu, eggs, beans and legumes (cooked without fat added).
   Fruit/Vegetable Group - all fresh fruits/vegetables, (frozen, canned without sugar added, or canned in their own juice or in "light" syrup), vegetables (canned or frozen without butter or cream sauce), baked (not fried) potatoes.
   Breads/Cereals Group - whole grain or enriched breads and crackers, unsweetened cereals, tortillas, bagels, pita bread, pasta, English muffins, rice, bulgar, and grains.
2. Talk about ways to eat nutritiously at the fast-food shop:
   a. Select small burgers, tacos, and other sandwiches. Ask to hold the "mayo" and other rich dressings.
   b. Go to the salad bar. Avoid high-cal items such as croutons, creamy dressings, and marinades. Dress salads lightly.
   c. Try plain baked potatoes instead of french fries. Avoid fried foods, desserts, and shakes.
   d. Drink low-fat milk, juice, or water.
   e. Skip butter, syrup, and rich pastries at breakfast.
   f. Share something with a friend; this cuts your intake in half.

Self-Study:

1. If you have adolescents in class, or parents of adolescents, (or students who have siblings who are adolescents), have them write down the adolescent's food intake and eating pattern for three days and also their own eating pattern. Then circle high-fat, sodium, and high calorie foods and make an alternative food choice suggestion.
2. Have students write menus for several days that would be adequate for the adolescent in calories, protein, and other nutrients.
3. Have students make a list of nutritious snacks and easy-to-prepare foods that could be used in school lunches.

Evaluation:

1. Students can be tested by having them evaluate sample menus for their nutritional content and appropriateness for the adolescent. Either have them write down a menu during the test period or give sample menus for their evaluation.
2. Grade Self-Study reports.

Resources:

Pamphlets:

Feeding The Teen Machine
Cherryl Bell, R.D., M.S.
Corporate Nutritionist
Safeway Stores, Inc.
430 Jackson Street
Oakland, CA 94660

Food, What For? Nutrition For Teenagers ($1.00)
Cornell University
Department of Nutrition
Ithaca, N.Y. 14853

Lesson Plans:

What Every Teenager Should Know About Nutrition
Child Health and
Disability Program
Attention: N.E.T. Project
976 Lenzen Avenue
San Jose, CA 95126

Video:

Nutrition For Teenagers Only
(3 filmstrip/audiotapes)
Available on a free-loan basis to: nutritionists, educators, child care and food service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

Betty Crocker Mealtime Planning
Calories
The Calorie Game
Carbohydrates and Fats
The Changing American Diet
Comparison Cards: Guide for Teachers and Other Leaders
Discovering A Pattern for a Balanced Diet: A Puzzle Self Teaching Kit

Eat your Way - With Color
Exploring the Marketplace: Nutrition on the Run--Snacks and Fast Foods
Food Fight: A Report on Teenagers Eating Habits and Nutritional Status
Food For Life - The Basic Four
Food For You
Food To Grow On - Nutrition From Newborn through Teens
The Instant, Sugar Coated, Fast Food Nutrition Kit
Pizzazz: Ideas for Nutrition Education
Shaping Up
Shopping for Protein
Techniques for Meeting Nutrition Education Needs
Those Fabulous Fruits
Vitamins and Minerals

TOPIC: NUTRITION FOR ATHLETICS AND BODY CONDITIONING

Learning Objectives: The student will:

1. Know what dietary changes that are needed for athletic activity.
2. Know the truth about nutrition for muscle-building, quick energy and performance vs. sports nutrition myths.
3. Know the most effective foods to eat before athletic competition.

Suggested Content:

1. Nutrition for Athletics
    a. The most appropriate diet is a well-balanced one with servings from all food groups.
    b. The athlete just needs to consume more food and include some high energy calorie snacks to meet increased energy needs.
    c. Adequate fluid (water) intake is essential before, during, and after activity. Coffee and tea act as diuretics and therefore deplete the body of water more quickly.
        1. Inadequate fluid intake can lead to dehydration, which contributes to early fatigue, diminished performance, and ultimately, heat stroke.
        2. The feeling of thirst is not an accurate gauge as to the need for fluids.
    d. Pregame meals
        1. They should be eaten 3 to 4 hours prior to competition.
        2. They should consist primarily of high carbohydrate foods such as pancakes, waffles, macaroni, spaghetti, potatoes, and bread.
        3. Foods and beverages containing high concentrations of sugar should be avoided because sugar in the stomach draws fluids to the digestive tract and away from working muscles and may lead to dehydration, stomach cramping, and fatigue.
    e. Carbohydrate loading
        1. This is a very specialized training and diet regime.
        2. It should be used only by well-trained endurance athletes no more than two to three times a year.
        3. The program should be done under the supervision of someone knowledgeable in the procedure.
        4. It involves a low carbohydrate diet for about a week to ten days before competition. Then, two to three days before the athletic event, the person consumes a very high carbohydrate diet. The carbohydrate depleted muscles take up a larger percentage of carbohydrate than normal.
    f. Iron stores can be depleted during heavy training and stress.

1. The menstrual cycle increases the loss of iron for women.
2. If an athlete seems continually fatigued, a physician may presceibe an iron supplement or multivitamin with iron.

g. Weight loss during athletic training is a dangerous practice.
1. It can result in dehydration.
2. Also, there will be insufficient calories for competition.

2. Some Sports Nutrition Myths

a. Muscle-Building Myths
1. We can make new muscle cells by eating protein and working out.
a. Actually, we are born with a certain number of muscle fibers.
b. By exercising and eating a good diet, we can increase the size of the ones we already have.
2. Excess protein will lead to more or better muscles.
a. Too much protein, combined with too little water, may cause liver or kidney disorders.
b. A normal diet provides more than enough protein for muscle growth.

b. Quick-Energy Myths
1. High carbohydrate foods give quick energy.
a. Actually, when high carbohydrate foods are eaten an hour or less before competition, they may produce low blood sugar rather than give energy because of an increase in insulin which removes sugar from the blood.
b. Low blood sugar will cause a decrease in energy and cause the athlete to feel tired or weak.
2. Megadoses of vitamins will give you more energy or improve your performance and endurance.
a. B vitamins are needed for energy release from carbohydrates, fats, and protein, but by themselves don´t provide energy.
3. Amphetamines give you more energy or improve your performance. There is no proof of this.
a. Among the side effects of using them are a rise in blood pressure, pulse rate, breathing rate, metabolism, and blood sugar.
b. They can also cause dizziness and confusion which interfere with performance ability.

c. Performance Myths
1. There is no evidence that water taken during exercise causes upset stomach or any other problems.
a. Drinking 1/2 cup of eater every 10 to 15 minutes during exercise helps to replace body fluids.
b. Cotton mouth (dry mouth due to lack of saliva) seems to result from emotional stress and a loss of body fluids, not from drinking milk.

c. Cramps are caused by severe losses of water through sweating.
    1. Drinking water before, during, and after practice and competition can prevent these water losses.
    2. Salt tablets can aggravate this condition by drawing more water out of the muscles and into the stomach.

In-Class Activities:

1. Show some of the videos available through the Nutrition Resource Center. (See Resources at the end of this unit.)
2. Have students add to the list of Muscle-Building, Quick-Energy, and Performance Myths by sharing with the class what they've heard or believed. Discuss these ideas and explain their validity or lack of validity based on exercise physiology. If you don't feel comfortable with discussing exercise physiology, contact your P.E. or Physical Performance Department at your school to see if there is someone available to come to class as a guest speaker.

Self-Study:

1. Have students develop an exercise plan, calculating the number of extra calories needed to cover the additional physical activity. Then develop a menu plan with calorie level using the Basic Four as a guideline.
2. Have students write down daily physical activities, then roughly calculate calorie needs based on their current activity level. Write down actual food consumption for three days and analyze food intake for nutritional adequacy. (See Weight Control unit.)

Evaluation:

1. Grade Self-Study projects.
2. Give short answer, fill-in, multiple choice questions over the material covered in class discussion.

Resources:

Video:

Health and Lifestyles
(16 mm. 30 min.)

Your Diet: Exercise
(16 mm. 12 min. color)

Food For Fitness
(Filmstrip/audiotape;
11 1/2 min. color)

Nutrition For the Runner/ Athlete
(filmstrips)

Eat To Compete
(slides/cassettes; 27 min.)

Sports Nutrition: Part of the Winning Combination
(slides)

The Fitness Formula
(VHS; 14 1/2 min. color)

Available on a free loan basis to educators, nutritionists, child care and food service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94950
(707) 557- 1592

VOICE Bibliography:

Betty Crocker Mealtime Planning
Calories
The Calorie Game
Carbohydrates and Fats
Discovering A Pattern for a Balanced Diet: A Puzzle Self-Teaching Kit
Food for Life - The Basic Four
The Instant, Sugar Coated, Fast Food Nutrition Kit
Nutrition Education Resource Series
Shaping Up

TOPIC: NUTRITION BASICS

Learning Objectives: The student will:

1. Know the fundamentals of a well-balanced diet and the Basic Four Food Groups.
2. Know how to make the best food choices within each of the food groups.
3. Know what nutrient density is and how to make good choices for nutrient density.
4. Know which foods (nutrients) the average person needs to eat more of and which to eat less.

Suggested Content:

1. The Basic Four and Fundamentals

a. Milk Group (2 servings daily)
   1. Supplies calcium for strong bones, teeth, blood clotting, muscle contraction, nerve impulses.
   2. Supplies vitamin D which helps your body utilize calcium.
   3. Supplies vitamin A for vision, bones and teeth, and health of skin and mucous membranes.
   4. Best sources are low fat or skim milk products to keep fat and calories lower.

b. Meat, Poultry, Fish and Beans (2 servings daily)
   1. Provide protein vital to all living cells and help build and repair all body tissues.
   2. Provide iron for healthy blood (hemoglobin to carry oxygen to the cells).
   3. Sources:
      a. Lean red meats provide protein, iron and several B vitamins.
      b. Liver and egg yolks are valuable sources of vitamin A.
      c. Dry peas, beans, soybeans and nuts supply magnesium which helps your body change food into energy.
      d. Fish and poultry are excellent choices because they are relatively low in calories and fat, high in vitamins and minerals.
   4. All meat contains cholesterol.
      a. Fish and shellfish (except shrimp) are relatively low in cholesterol.
      b. Egg yolks and organ meats have the most cholesterol.

c. Fruits and Vegetables (4 servings daily)
   1. Provide vitamin A:
      a. Keeps skin healthy.
      b. Helps with proper vision.
      c. Helps the body grow.
   2. Provide vitamin C:
      a. Builds collagen which connects body cells.
      b. Helps keep gums healthy.
      c. helps the body resist infection.

3. Provide fiber:
    a. Helps to prevent constipation.
    b. Helps to prevent diseases of the large intestine.
    c. May also help control weight by delaying emptying of the stomach and providing bulk without calories.
4. Sources:
    a. Dark green and deep yellow vegetables such as squash, carrots, broccoli, and greens contain Vitamin A.
    b. Most dark green, leafy vegetables, if not overcooked, and citrus fruits like oranges and grapefruit are good sources of Vitamin C.
    c. Some greens, such as collards, kale, mustard, turnip, and dandelion give calcium and iron, as well as vitamins.
5. Nearly all fruits and vegetables are low in fat, and none has cholesterol, unless animal fat is added in cooking.

d. Breads and Cereals (4 servings daily)
    1. Enriched breads and cereals, especially whole grain products, are important sources of B vitamins, iron, and fiber.
    2. They also supply protein (important especially if you are cutting down on meat or do not eat it).
    3. Sources: enriched breads, biscuits, muffins, waffles, pancakes, cooked and ready-to-eat cereals, cornmeal, flour, grits, macaroni and spaghetti, noodles, rice rolled oats, barley, bulgar, and corn and flour tortillas.

e. Fats and Sweets (sometimes added as the fifth group)
    1. Most are "empty" calorie foods.
    2. Fats and oils have more than twice the calories ounce-per-ounce as do protein, starches or sugar.
    3. They should be eaten moderately and only occasionally if you´re trying to lose weight.

2. Nutrient Density
    a. Nutrient density is the relative proportion of nutrients to calories in food.
    b. A nutrient-dense food makes important contributions in vitamins, minerals, protein, and fiber, but is low in fats, sugar, and calories.
    c. Low density foods are high in fat, sugar, and calories, with minimal contributions of minerals, vitamins, or protein.
    d. The best food choices for nutrient density taste good and are dense in four or more nutrients and fiber. Examples are: milk and dairy products, meat, poultry, fish and whole grain products.
    e. One way to calculate nutrient density is to determine INQ (Index of Nutrient Quality):

$$\text{INQ} = \frac{\text{Percentage of nutrient provided}}{\text{percentage of daily calorie needs provided}}$$

Example: First calculate the percentage of daily calorie needs provided by dividing the calories in the food item (340) by the daily calorie needs (2100).

$$\frac{\text{1 slice pizza}}{\text{\# calories for an average woman}} = \frac{\text{340 calories}}{\text{2100 calories}} = .16 = 16\%$$

Then figure the INQ of each nutrient by dividing the percentage of R.D.A. for each nutrient by the percentage of daily calories (16).

Protein 29% R.D.A. $\frac{29}{16} = 1.8$

Iron 20% R.D.A. $\frac{20}{16} = 1.25$

Thiamin 30% R.D.A. $\frac{30}{16} = 1.8$

Calcium 50% R.D.A. $\frac{50}{16} = 3$

To figure the INQ of each nutrient, always put the % calories provided on the bottom of the fraction.

NUTRIENT DENSE = any nutrient with an INQ of 1 or more.

3. We Need to Eat More:
    a. Calcium
        1. Especially needed by women--to prevent osteoporosis.
        2. Calcium is not widely distributed in foods; the best sources are dairy products.
    b. Iron
        1. Especially needed by young children, women, and senior citizens.
        2. Eat more whole grains and animal protein foods.
    c. Fiber
        1. Eat more whole grains, fruits, and vegetables.
        2. Eat fruits and vegetables raw and with skins whenever possible.
4. We Need to Eat Less:
    a. Fats
        1. Especially animal fats.
        2. Saturated fats from animal foods can be converted to cholesterol by the liver.
        3. Saturated fats and cholesterol can cause arteriosclerosis, heart attack, strokes.
        4. Fats give 9 calories per gram and so can lead to overweight.
    b. Sodium
        1. Contained naturally in many foods.

    2. Can cause high blood pressure which can lead to heart attacks and strokes.

- c. Sugar
    1. Most sugar and sweets don't offer much more than calories.
    2. If you eat a lot of sugar and sweets, they are likely to take the place of foods which offer more in vitamins, minerals, and protein.
    3. Too much sugar speeds tooth decay and may lead to overweight.
    4. Protection against eating too much sugar:
        - a. Read labels; watch for words like sucrose, glucose, dextrose, fructose, corn syrup, corn sweeteners, natural sweeteners, and invert sugars.
        - b. Eat more fruits and vegetables.
        - c. Drink more water and fruit juice and less soft drinks and punches.
        - d. Try putting less sugar in your favorite recipes.

In-Class Activities:

1. Bring in Dairy Council or other nutrient charts to illustrate nutrient concentration of various foods.
2. Have students calculate nutrient density of various foods, using the formula given under Suggested Content.
3. Have students from various cultures tell about food beliefs, such as foods that are supposed to be healthful vs. harmful.

Self-Study:

1. Have students write down their food intake for several days. They should count the number of servings they have in each of the food groups. Make a list of suggestions for improving their diet.
2. Have students make a list of a dozen foods with high nutrient density and a dozen foods with low nutrient density. They should show the calculations that helped them determine this.

Evaluation:

1. Have students write a day's menu, showing the number and size servings needed for a balanced diet using th Basic Four.
2. Give students a sample menu that is partly nutritious, but has some foods that are not. They should circle the less nutritious foods and make suggestions for alternative foods.

Resources:

Pamphlets:

Building A Better Diet
U.S.D.A.
Food & Nutrition Service
Program Aid #1241
(Check your phone directory for your local office).

Calcium
Iron
Vitamin A
Vitamin C
WIC Supplemental Food Section
976 Lenzen Avenue
San Jose, CA 95126

Grab A Snack
Santa Clara County Health Department
2220 Moorpark Avenue
San Jose, CA 95128
(408) 299-6180

A Guide to Nutritive Value ($.25)
Cornell University
Department of Nutrition
Ithaca, N.Y. 14853

Teacher's Guide

Nutrient Density--What is It?
Home Economics Education Unit
Vocational Education Division - California Department of Education
Sacramento, CA

Videos:

Nutrient Density
(same source as Nutrient Density -- What Is It?)

An Introduction to Nutrition
(6 filmstrips/6 cassettes)

Diet For All Reasons
(16 mm.; 20 min. color)

Food: The Choice is Yours
(filmstrip/audiotape; 25 min. color)

Nutrition: Foods, Fads, Frauds, Facts
(filmstrip/cassette;
3 parts, 12 min. each)

Put Nutrition to Work
(filmstrips/audiotape,
17 min. color)

Available on a free loan
basis to educators,
nutritionists, school food
service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

The Benevolent Bean
Betty Crocker Mealtime Planning
The Changing American Diet
Comparison Cards: Guide for Teachers and Other Leaders
Discovering Nutrition: Student Guide
Discovering A Pattern for a Balanced Diet: A Puzzle
    Self-Teaching Kit
Eat Your Way--With Color
Food Becomes You--Nutrition and the Human Body
Food for Life--The Basic Four
Help Yourself: Choices in Foods and Nutrition
Learning Tree Filmstrips: Good Nutrition: The Food Platform
Nutrition: The Challenge of Being Well-Nourished
Nutritive Value of Foods
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)
Vitamins and Minerals

VESL Bibliography:

Weaver, Ann A. Planning Meals and Shopping.

TOPIC: NUTRITION FOR CHILDREN
(Infancy, Preschool, and School Years)

Learning Objectives: The student will:

1. Know the advantages of breastfeeding and the nutritional differences between cow's milk and breast milk.
2. Know the nutritional requirements of infants, preschoolers, and school age children.
3. Know the food preferences of young children as well as some possible ways to prepare and serve food to appeal to their food preferences.

Suggested Content:

1. Breastfeeding
    a. 95% and more mothers are physiologically capable of breastfeeding.
    b. Only about 45% to 50% attempt to breastfeed. (This is a higher number than in the recent past.)
    c. After one month of breastfeeding, only about 25% are still breastfeeding.
    d. Factors that interfere with breastfeeding:
        1. More mothers work and have busy life schedules.
        2. Many lack information about advantages and techniques.
        3. They feel cultural pressures--many people think it isn't the "thing to do", especially in public.
        4. Some fear body changes.
    e. Advantages of breastfeeding:
        1. Breast milk is available immediately.
        2. It is always at body temperature--the perfect temperature.
        3. It is raw and fresh; formulas have been heated and stored and have lost nutrients.
        4. It digests rapidly and easily. Formulas digest more slowly.
        5. Babies fed entirely on breast milk do not get constipated.
        6. Breast milk promotes the growth of desirable bacteria in the baby's digestive system.
        7. Breast fed babies are less likely to have serious digestive disorders or skin disorders such as eczema and diaper rash.
        8. Breast fed babies get fewer serious respiratory infections.
        9. Breast feeding and the sucking it involves helps develop dental arches, palates, and other facial structures.
        10. Breast feeding may help to prevent breast cancer. Statistics show that women who have never breast fed are more likely to get breast cancer.

11. The hormone, prolactin, is active in lactation. This hormone causes animals to act more motherly, and there is some evidence tht it has the same effect on humans.
12. Feeding time brings physical enjoyment to both the mother and baby. A closer emotional attachment is more likely.

f. Nutritional Comparison of Breast and Cow's Milk

	Breast	Cow's
Protein	More easily digested. (More lactalbumin)	Harder to digest. (More casein, which is harder to digest.)
Carbohydrate	38%	30%
Fat	More polyunsaturated.	More saturated.
Vitamin C	Six times as much.	(Both human and cow's milk is inadequate for total nutrition.)
Other:	Contains mother's antibodies to provide protection against disease.	

g. Eating right to produce nutritional milk:
1. Basic Four:
   - Meat 2 servings + 1 egg
   - Milk 4 to 6 servings
   - Fruit & Vegetables 4 servings
   - Bread & Cereals 4 servings
2. Mother needs to eat an extra 800 to 1,000 calories daily, mainly from the Meat and Milk groups, to cover the metabolic cost of producing 32 ounces of milk daily.
3. She also needs lots of water, adequate rest, and freedom from excess tension.

2. Feeding the Infant
   a. Milk is not adequate in Vitamin C or iron, but the baby will be adequately fed for the first 4 to 6 months on milk alone.
   b. Solids should be added slowly, one at a time, so if there is an allergy problem the food can be identified easily.
   c. Pediatricians now favor adding vegetables and strained baby dinners before introducing many fruits, which are sweet and may be preferred by the baby, excluding other foods.
   d. After the baby begins to get teeth (usually after 6 months of age), you can make your own baby foods in a food blender.
      1. Make sure the equipment is clean.
      2. Store food in a very clean jar no longer than 1 to 2 days in the refrigerator.

e. Older babies (over 9 months) like to eat:
   1. Plain foods, such as pieces of cooked carrot.
   2. Finger foods, such as carrots.

f. When introducing new foods:
   1. Serve them in small protions in an attractive manner.
   2. Serve the new food along with a favorite food.
   3. Set an example by eating the food yourself.

g. Serve amounts the infant can easily consume:
   1. Feed no more than 8 oz. milk at a feeding.
   2. Meats can be given when the infant can chew. One tablespoon per year of age is adequate per feeding.
   3. Allow snacks.
      a. The baby's stomach is small.
      b. An infant's growth needs are high; therefore, 5 to 6 smaller meals are handled easier than fewer large meals.

h. Healthy infants will triple their birth weight and grow approximately ten inches in the first year.

3. Feeding the Preschooler
   a. Food jags are common--they may want tuna sandwiches for days in a row, then avoid them later.
   b. Growth is less rapid than in infancy, so appetite is less.
      1. They will gain about five pounds per year from 2 to 5 years of age.
      2. They will grow about three inches per year during this same period.
   c. The Basic Four for preschoolers requires the same number of servings as for an adult; however, the servings are approximately 1/2 the size. (e.g., 1/2 banana = 1 fruit serving; 1/2 slice bread = 1 bread/cereal serving.)
   d. Caloric requirements are also about one-half of an adult's.
   e. Young children need to eat about five to six times per day.
   f. Preschoolers tend to avoid foods that are:
      1. Very hot or very cold.
      2. Highly spiced or strongly flavored.
      3. Where individual ingredients cannot be easily identified.
   g. Young children have a greater number of taste buds scattered across the tongue, sides of the mouth, and towards the throat than adults, and are therefore more sensitive to extremes of temperature and flavor.
   h. Avoid feeding young children foods with peelings and lots of undigestible fiber and structural parts such as: corn, nuts, seeds, etc.
      1. The child's digestive system doesn't handle these well.

        2. These foods take the place of other nutritious foods.

4. Feeding the School Age Child
    a. More meals are eaten away from home.
    b. Food habits and preferences developed earlier provide a good basis for continued good eating habits; however, there is peer pressure to avoid or consume certain foods.
    c. Encourage the child to eat a good breakfast, with selections from each of the Four Food groups.
    d. Pack an appealing, nutritious lunch.
        1. Have the child help you select and prepare the foods.
        2. Discourage food "trading" at lunch time, if possible.
    e. Encourage the child to eat low fat, moderate calorie foods.
        1. Childhood overweight is a problem for about one-fourth of all school age children.
        2. This sets a pattern for later life.
    f. Growth continues in a gradual, even fashion, until the prepuberty growth spurt at about 9 to 10 in girls and 11 to 12 in boys.
        1. The school age child will grow about 2 1/2 inches and gain about 5 lbs. per year from about 6 to 10 years of age.
        2. At the prepuberty growth spurt both sexes have been known to grow 4 to 6 inches and gain 20 to 25 lbs. in one year! (This is not typical for most children, though.)
    h. A school age child needs each day:
        1. Approximately 2,100 calories.
        2. About 1.5 to 2 grams of protein per kilogram of body weight.
        3. Approximately the same amount of vitamins and minerals as does a normal adult.

In-Class Activities:

1. Ask students to contribute to a list of myths or food mystiques about breastfeeding and the mother's diet. Discuss the validity of these beliefs. (If you don't feel comfortable with this, invite a public health nurse from your local Department of Public Health to come to class to discuss these topics.)
2. Demonstrate food preparation for older infants, toddlers, and preschoolers, such as serving foods in ways that are appealing to young children (finger foods, decorating foods in creative ways, etc.) Have students bring ideas to class, or prepare a food for the young child in class, or prepare a food at home and bring it to class to share with classmates.

Self-Study:

1. Have students write a day's menu for the toddler, preschooler, and school age child. They should indicate the number and size of servings.
2. Have students develop a food recipe that would be appealing to the preschool child. They should also provide pictures or graphic descriptions or bring a sample of the food to class.

Evaluation:

1. Self-Study exercises can be graded and used to determine comprehension of children's nutritional needs.
2. Objective, short answer, and fill-in questions can be used to evaluate students' comprehension of nutrition basics for the early years.

For example:

Nursing mothers need to drink at least (4) to (6) cups of milk per day.
Solid foods should not be given to a baby before (4-6) months.
Bobby doesn't like to try new foods. What can his parents do to get him to try new foods?
1. (Serve in small portions in an attractive manner).
2. (Serve along with a favorite food).
3. (Set an example by eating the food yourself).

Resources:

Pamphlets:	How To Feed Your Baby One to Two Years How To Feed Your Baby Birth Through Three Months How To Feed Your Baby Four Through Twelve Months Food For Your Child of Preschool Age - Two to Six Years Home Prepared Baby Foods
	County of Los Angeles Department of Health Services Preventive/Public Health Nutrition Program
	The First Twelve Months Director, Supplemental Food Program Food and Nutrition Service U.S.D.A. Washington, D.C.

Nutrition Curriculum on Life-Cycle Nutrition Needs--Middle School Student Assessment
Child Health and Disability Prevention
Santa Clara County Health Department
976 Lenzen Avenue
San Jose, CA 95126

First Foods For Your Baby
What To Feed My Child?
WIC Can Help You and Your Babies
Programa Especial de Alimentos
  Supplementales para Mujeres
  Infantes y Ninos

The WIC Supplemental Food Section
California Department of Health Service
714 P Street
Sacramento, CA 95814
(916) 322-5277

A First Year Guide To Feeding Your Baby
A Primer On Infant Nutrition

Mead Johnson and Company
Evansville, Indiana 47721

Feeding Baby
From Spoon-Feeding To Self-Feeding: Tips For Feeding The Toddler

Gerber Products Company
Fremont, Michigan 49412

Baby´s First Year
Cherryl Bell, R.D., M.S.
Corporate Nutritionist
Safeway Stores, Inc.
430 Jackson Street
Oakland, CA 94660

Handout: Introduction to Solids
Department of Dietetics & Nutrition
Brigham and Women´s Hospital
75 Francis Street
Boston, Massachusetts 02115

Video: Feeding Skills: Your Baby´s Early Years
(16 mm. 24 1/2 min. color)
First Foods
(16 mm. 14 min.)
Food For Baby. When? What? How?
(slides and cassette tape; 27 min.)

Food From A Child's Viewpoint
(slides/cassette)
Food To Grow On
(3 part filmstrip/audiotape; 10 min. color)
No Better Gift
(16 min. & VHS 22 min. color)

Available on a free loan basis to educators, nutritionist, child care and food service personnel from:

Nutrition Resource Center
321 Wallace Street
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

Food and Nutrition: Child Development and Child Health
Food For You
Food To Grow On--Nutrition From Newborn Through Teens
Guide To Nutrition
Infant Feeding: An Annotated Bibliography
Nutrition Education Resource Series
Starting Out Healthy--Maternal and infant Nutrition

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes."
Weaver, Ann A. Planning Meals and Shopping.

TOPIC: NUTRITION FOR OLDER ADULTS

Learning Objectives: The student will:

1. Know the physiological changes in the later years that affect a person's food preferences.
2. Know the nutrient requirements for older adults, how they are different from other life phases, and why.
3. Know the kinds of food quackery an older person can often fall prey to and why.

Suggested Content:

1. Physiological Changes During the Later Years
    a. The individual who has had a lifetime of poor nutritional habits is not as likely to be in as good health as someone who has had the benefits of a good diet.
    b. Basal metabolism decreases and fewer calories are needed daily. (2% per decade after age 25)
        1. By age 60 to 70, it is 10% less.
        2. After age 60, basal metabolism decreases 5% per decade.
    c. Loss of natural teeth.
        1. Makes chewing more difficult.
        2. Softer foods containing more carbohydrates are selected leading to deficient intakes of protein, minerals, and vitamins.
    d. Digestive changes.
        1. Flow of saliva usually decreases and there is a decreased sensitivity to flavor and smell.
        2. There is reduction in muscular tone of the stomach, small intestine, and colon.
            a. Abdominal distention from certain foods is greater.
            b. More constipation occurs.
            c. Fruits are often thought to be too "acid" by the older adult.
        3. Reduction in acidity of gastric juices decreases absorption of calcium, iron, and B12.
    e. Hormonal imbalances may lead to disturbances of calcium and nitrogen, often leading to osteoporosis.
        1. High numbers of women with osteoporosis have been poor milk drinkers throughout life.
        2. Many believe that milk is constipating or gas-producing.
2. Nutrient Requirements for Older Adults
    a. The Basic Four remains the same for foods and number of servings needed.
    b. Calories should be reduced to compensate for lower metabolic needs and lessened physical activity.
    c. There is continued need for calcium and phosphorus. One to two glasses of milk should be sufficient if water is fluoridated.

- d. Older adults should continue use of fresh green leafy and yellow vegetables.
    - 1. These are needed for vitamins, minerals, and fiber.
    - 2. They also provide complex carbohydrates.
- e. For women past menopause, iron needs decrease to the level for males. (from 18 mg. to 10 mg. daily)
- f. Since metabolism is slower, iodine needs are somewhat lower.
- g. B12 should be increased.
    - 1. The Intrinsic Factor in the gastric juices of the stomach are not as efficient as we grow older and B12 is therefore not as well absorbed.
    - 2. B12 is found in foods of animal sources only.
- h. Older adults should have the same or slightly higher protein intake as in earlier years to compensate for cellular degeneration.
- i. They should consume 6 to 8 glasses of water daily to avoid constipation.
- j. Fat should be cut to 20% of the total calorie intake.
    - 1. Consume mainly polyunsaturated fats from vegetable oils, fish, and poultry.
    - 2. Consume low-fat or skim dairy products.
- k. Sodium should be cut to prevent high blood pressure.
    - 1. Avoid processed and prepared foods which are high in sodium.
    - 2. Don´t add salt during cooking or at the table.

3. Food Quackery
- a. Many people want quick an easy cures to their problems. Food faddists prey on this need for instant solutions.
- b. Some senior citizens have chronic conditions that haven´t responded to any kind of treatment--they´re desperate.
- c. Many food faddists take information out of context.
    - 1. They use "case histories" which appear to improve credibility.
    - 2. They use the medical profession and celebrities to promote products.
- d. Dangers of food faddism (especially for older adults):
    - 1. It encourages self-diagnosis and self-prescription.
    - 2. It may delay proper medical help.
    - 3. Most seniors are on a limited, fixed income and can´t afford so-called "health" foods.
    - 4. Too much of one nutrient can decrease the body´s ability to absorb another nutrient.
- e. Some Common Food Fads:
    - 1. Lecithin to improve memory.
        - a. Lecithin is a phospholipid and contains a high amount of fat and calories not needed by anyone, including older adults.

    b. Some loss of memory is due to arteriosclerosis--blood vessels narrow with plaques deposited in them.
2. Niacin to improve circulation.
    a. It is needed to release energy from carbohydrates, fats, protein.
    b. Large amounts cause "flushing" because of blood vessel dilation.
    c. Exercise and restricting dietary fat is much more helpful.
3. Vitamin E to lengthen life.
    a. It does prlong the life to the red blood cell.
    b. There is no clinical evidence that it lengthens life.
    c. The average American diet with whole grain breads and cereals contains adequate Vitamin E.

In-Class Activities:

1. Have students contribute to a class list of common food choices of an older person. (Younger students have all at one time or another been around grandparents; etc. and many subcultures have extended families where the family members see each other on a daily basis.) Discuss the reasons for these food selections.
2. Take students to a health food store or bring in examples of foods seniors are most likely to purchase and discuss their nutritional value.

Self-Study:

1. Have students go to a health food store. Make a list of about 12 products that can also be found in a grocery store, and record the prices. They should then go to a grocery store and record prices for the same products there.
2. Have students make up menus for 3 days with the older person's nutrient requirements and food consumption ability in mind. Indicate serving sizes.

Evaluation:

1. Self-Study projects should be handed in for grading.
2. Ask students to either select foods from a list you provide (this is helpful for limited-English speaking students) or from their memory and devise menus for the older adult.

Resources:

Video: Food To Live On: The Changing 20's; The Independent 40's; The Maturing Years (filmstrip/audiotape; 10 min. ea., color)

Helping Yourself To Better Health
(16 mm., 16 min., color)

Available on a free loan basis to educators, nutritionists, child care and food service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94590
(707) 557-1592

VOICE Bibliography:

Betty Crocker Mealtime Planning
Calories
The Calorie Game
Carbohydrates and Fats
The Cook's Problem Solver
Eat Your Way--With Color
Food For Life--The Basic Four
Food To Live One--Nutrition From the Twenties Through The Nineties
A Guide For Food and Nutrition In Later Years
Guide To Nutrition
Nutrition and Aging: A Selected Bibliography
Nutrition: The Challenge of Being Well Nourished
Nutrition Education Resource Series
The Sodium Content of Your Food

TOPIC: NUTRITION FOR PREGNANCY

Learning Objectives: The student will:

1. Know the nutritional requirements during pregnancy.
2. Know the reasons why certain nutrients must be consumed in larger quantities than for the non-pregnant state.
3. Know the "false theories" for nutrition during pregnancy and why they are false.
4. Know the impact of poor nutrition, drugs, and alcohol on the unborn child.

Suggested Content:

1. Nutrition During Pregnancy
    a. Recommended weight gain during the 37 to 40 week period is 22 to 29 pounds.
        1. During the last trimester, weight gain should be about one pound per week.
        2. Where the weight goes:

Fetus	7 to 7 1/2 lbs.
Placenta	1 to 2 lbs.
Amniotic Fluid	2 lbs.
Uterus increase	2 1/2 lbs.
Breast increase	1 1/2 to 3 lbs.
Blood volume increase	4 lbs.
Maternal reserves	4 to 8 lbs.
	22 to 29 lbs.

    b. The Basic Four changes mainly in the Milk and somewhat in the Meat Group:

Daily Diet

Non-Pregnant Adult	Pregnancy
Milk 2 cups	3 to 4 cups
Meat 2 servings	2 servings + 1 egg
Fruit/Vegetables 4 servings	4 servings

2. Why the Pregnant Woman Needs More Nutrients:
    a. Protein should be increased by about 30 grams per day.
        1. Fetal brain cells are rapidly being formed during pregnancy.
        2. Other body cells need protein for formation.
        3. To compute the amount of protein needed, divide the body weight by 2.2 to get your weight in kilograms. Then multiply by .8 to get the amount of protein needed for the non-pregnant state, then add 30 grams for pregnancy.

$$\frac{125 \text{ lbs.}}{2.2} = 57 \times .8 = 45.6 \text{ or } 46 \text{ grams protein}$$

$$\frac{+30}{76 \text{ grams protein}}$$

    b. B_6 - Pyrodoxine
        1. Need increases from 2 to 2.5 mg. per day.

2. B6 is a coenzyme in protein metabolism. When protein intake is increased, increase B6 also.
3. Meat, lever, egg yolks, vegetables, and whole grains are sources.

c. Calcium
1. The pregnant woman needs at least 1,200 mg. daily, which can be obtained with 4 glasses of milk.
2. She needs to preserve her supply of calcium to avoid osteoporosis later in life.

d. Vitamin D
1. She needs 400 I.U. daily--the amount in one quart of milk.
2. Vitamin D is provided mainly by the Milk Group.
3. It is necessary for absorption and utilization of calcium.

e. Iron
1. She needs 50 to 75 mg. daily to develop the fetal blood system and to help with hemoglobin formation for the increase in maternal and fetal blood volume.
2. Iron is best provided by red meat and organ meat.

f. Folacin
1. The need is doubled from 400 to 800 micrograms daily for red blood cell formation.
2. Green vegetables, liver, legumes, whole grains are good sources.

g. Vitamin C
1. This is needed in 60 to 100 mg. amounts daily for collagen formation in the fetus. (Collagen is the connecting substance between cells.)
2. Fresh fruits and vegetables are good sources.

h. Vitamin A
1. Needs increase by 1,000 I.U. or about 300 R.E. daily for bone and tooth formation, proper development of the visual system, health of the skin and mucous membranes.
2. Meats, eggs, dark green leafy vegetables, and deep yellow fruits and vegetables are good sources.

i. Calories
1. The needed increase of 200 to 300 calories daily is covered mainly by the increase in the number of Milk Group servings.
2. The B vitamins thiamin, riboflavin, and niacin should be slightly increased because of these extra calories. (They are necessary for the release of energy from carbohydrates, fats, and proteins.)

j. Iodine
1. Need is increased from 150 to 175 micrograms daily.
2. Iodine is needed for thyroxine formation and proper functioning of the thyroid glands; since the pregnant woman's metabolic needs are higher,

she has a greater need for thyroxine and therefore iodine.

- k. Magnesium
  - 1. Need is increased from 300 mg. to 450 mg. daily.
  - 2. Magnesium is a coenzyme in energy and protein metabolism.
  - 3. Nuts, whole grains, dried beans and peas, seafood are good sources.
- l. Sodium
  - 1. This mineral is important to maintain the water balance of the body.
  - 2. Muscle action and nerve transmission are dependent upon sodium.
  - 3. It is better to keep protein consumption up (also needed to maintain the water balance) than to decrease sodium. (In former days, doctors suggested restricting sodium to control the edema which is common in pregnancy.)
  - 4. Sodium deficiency can cause muscle cramping and weakness.
  - 5. Food sources of sodium are: most processed foods, snack foods such as chips, crackers, pretzels, cured meats, pickled foods. (However, since sodium is so widely distributed in food, it is best to avoid high-sodium foods because of their contribution to high blood pressure.)

3. False Nutrition for Pregnancy Theories
   - a. The Parasite Theory: that the baby will automatically take needed nutrients.
     - 1. If the nutrients aren't available, they can't be taken.
     - 2. The mother can't store water soluble vitamins C and B's; these must be provided daily by her diet.
   - b. The Maternal Instinct Theory: that the mother will automatically crave needed nutrients.
     - 1. There is no evidence for this.
       - a. If this were so, mothers wouldn't have such unusual cravings: e.g., pickles, ice cream, etc.
       - b. People wouldn't have nutrient deficiencies or be overweight or underweight.
   - c. Pica: craving for clay, laundry starch, ice, dirt, etc.
     - 1. This craving may be related to iron deficiency anemia on the part of the woman.
     - 2. This practice started in Africa where pregnant women would consume clay very high in minerals.
4. Impact of Poor Nutrition, Drugs, and Alcohol During Pregnancy
   - a. Poor Nutrition
     - 1. Low birth weight babies. (under 5 1/2 pounds)
       - a. Birth weight is related to the weight gain of the mother during pregnancy.
       - b. Low birth weight babies have more:

      1. Neonatal (1st month of life) deaths.
      2. Physical handicaps.
      3. Mental retardation.
      4. Learning disabilities.
      5. Childhood illnesses.
   2. Fewer brain cells are formed, especially if the mother's diet was low in protein.
   3. The baby will have a less developed immune system.
      a. This makes it less able to fight off infections.
      b. Adequate protein is necessary to form antibodies.

b. Drugs and Alcohol
   1. The placenta (disc-shaped organ containing maternal and fetal blood vessels) does not act as a barrier to substances consumed by the mother.
   2. The fetal liver is small and has a limited ability to detoxify (breakdown to less harmful substances) drugs and alcohol.
   3. The Fetal Alcohol Syndrome
      a. There may be no safe level of alcohol consumption during pregnancy.
      b. Damage depends on the "critical period" (the time when optimal development of an organ takes place) and the blood alcohol level of the mother.
         1. Blood alcohol level varies from woman to woman and is not strictly dependent upon the amount of alcohol consumed.
         2. The syndrome can exist in varying degrees of severity.
      c. Characteristics of the Fetal Alcohol Syndrome Child:
         1. Short mid-face.
         2. Narrowed slots for eyes.
         3. Small head.
         4. Heart and other organ damage.
         5. Delayed motor development.
         6. Poor social skills.
   4. Other Drugs
      a. The safest approach is to avoid all drugs during pregnancy except when prescribed by a doctor.
      b. Much research is needed on the effects of drugs on the fetus, how they interact with each other, etc.
      c. The risk of causing fetal abnormality is the worst during the first trimester when organ formation is very rapid, but other periods of pregnancy are also vulnerable.

In-Class Activities:

1. Your local Bureau for Alcoholism may be able to provide a speaker and film on the Fetal Alcohol Syndrome. (In Santa Clara County, call P.A.C.E.--Prevent Alcohol Abuse Through Community Education; ask for Orlando Ramirez. (408) 299-5240.)
2. Have someone from the W.I.C. Program (Women, Infants, Children) come to class to talk about the program and nutrition for pregnancy. (In Santa Clara County, call (408) 299-6180. In other counties, look in the phone directory under County Government Office, Health Department and W.I.C.)

Self-Study:

1. Have students write menus for a week for a pregnant woman, including serving sizes. Then have them evaluate the nutritional adequacy by comparing their menus to the Basic Four for Pregnant Women.
2. Have students make lists of fad foods they've heard that mothers should eat during pregnancy. Have them bring lists to class for discussion.

Evaluation:

1. Grade the menus for pregnant women.
2. For limited-English speaking students, a fill-in test may be more helpful than short answer tests. For example:

    1. If a mother chooses not to eat the right foods, her baby may be born (smaller) than usual.
    2. Without proper nutrition, (brain) cells cannot form and the baby's mental capacity may be decreased.
    3. A new baby will be good size, but not too big, if the pregnant mother gains from 22 to 29 pounds.
3. A list of answer choices for limited-English speaking students to select from will help them spell the word correctly.

Resources:

Pamphlets:

Eating Right For Your Baby
Relief From Common Problems: Nausea, Constipation, Heartburn Using Vitamin/Mineral Pills and Salt
Chief, Maternal and Child Health Branch
California Department of Health Services
714 P Street
Sacramento, CA 95814

Help Your Baby To A Healthy Start

Welcome to WIC
Contact your local WIC agency or write to:
WIC Supplemental Food Section
714 P Street, Room 355
Sacramento, CA 95814
(916) 322-5277

Recipe For Healthy Babies
March of Dimes
Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, New York 10605

A Healthy Start For You and Your Baby
Mead John Let's Talk About You
(filmstrip/cassette, 7 1/2 min.)
Contact your local March of Dimes for video use.

VOICE Bibliography:

Betty Crocker Mealtime Planning
Calories
Carbohydrates and Fats
Food and Nutrition: Child Development and Child Health
Food For Life--The Basic Four
Nutrition Education Resource Series
Shopping For Protein
Starting Out Healthy--Maternal and Infant Nutrition
Vitamins and Minerals
Let's Talk About You
(filmstrip/cassette, 7 1/2 min.)
Contact your local March of Dimes for video use.

VOICE Bibliography:

Betty Crocker Mealtime Planning
Calories
Carbohydrates and Fats
Food and Nutrition: Child Development and Child Health
Food For Life--The Basic Four
Nutrition Education Resource Series
Shopping For Protein
Starting Out Healthy--Maternal and Infant Nutrition
Vitamins and Minerals

TOPIC: CUTTING DOWN ON SALT (SODIUM) AND SUGAR

Learning Objectives: The student will:

1. Understand the disadvantages of too much salt and sugar in the diet.
2. Know which foods are high in salt and sugar.
3. Learn how to read labels for the sodium and sugar content of canned and packaged foods.

Suggested Content:

1. Salt in the Diet
    a. Disadvantages of too much salt:
        1. High blood pressure.
            a. Kidneys fail to excrete enough sodium.
            b. The sodium content of the blood rises.
            c. Water is held in the body to dilute sodium back to normal.
            d. This leads to increased blood and fluid volume and above normal water retention. (edema)
            e. The result is increased blood pressure, which damages blood vessels and leads to kidney failure, heart attacks, strokes.
    b. Many people need only 200 mg. sodium per day. (This is equivalent to 1/10 tsp. salt!)
        1. The average American consumes 4,000 to 8,000 mg. per day.
        2. We should reduce our intake to 2,000 mg. to prevent high blood pressure.
        3. Sufficient sodium is found in unsalted food to meet our requirements--in vegetables, fish, fresh meat, dairy products, eggs, and even water.
        4. One teaspoon of salt contains 2,100 mg. sodium.
        5. Some medications such as antacids are high in sodium.
    c. To help prevent and control high blood pressure:
        1. Eat natural, unrefined foods. These foods are low in fats and cholesterol and high in fiber.
        2. Eat more foods high in potassium, especially if you're taking diuretics.
            a. High potassium foods are usually low in sodium:
                prune juice   tomatoes   orange juice
                bananas   mushrooms   winter squash
                melons   lentils   sweet potatoes
                broccoli
            b. When eating out, ask if it is possible to order your food without salt.
        3. Avoid prepared foods with high sodium content.
            a. Avoid high-sodium menu items such as soups or entrees with gravies and sauces.
            b. Store-bought frozen entrees and dinners can also be high in sodium.

4. Instead of seasoning your food with salt, use herbs and spices to enhance the natural food flavors.
    a. Use three or less herbs in one dish, with a predominance of one herb.
    b. Use fresh herbs when possible; they have a better flavor.
    c. Use lemon juice, wine, or fresh gound pepper to accent natural flavors.
    d. Try orange or pineapple juice as a base for meat marinades.
5. Avoid high sodium foods such as:
    - bouillon
    - salted meat tenderizer
    - salted spices
    - onion salt
    - soy sauce
    - teriyaki sauce
    - highly salted grain products
    - commercially prepared spaghetti & pasta dishes
    - instant hot cereal
    - pretzels
    - salted crackers and chips
    - pickled vegetables
    - sauerkraut
    - vegetable juices
    - smoked, cured, or pickled products: bacon, corned beef, dried meat/fish canned with salt
    - frozen dinners
    - packaged or canned soup
    - American, blue, cottage, parmesan, Roquefort, and processed cheeses.
6. Watch your baby's diet.
    a. Doctors believe the risk for developing high blood pressure may exist in infancy.
    b. Once a person develops high blood pressure, they often have it for life, although it can be controlled with proper treatment.
    c. Avoid salting children's food.
    d. Breastfeeding or infant formulas with similar salt content are best.
        1. Breast milk contains 15 mg. sodium per 100 ml.
        2. SMA (Salt Modification Action), a commercially prepared formula, has the same content as breast milk.
        3. Enfamil contains 21 to 23 mg. per 100 ml, depending upon whether it's the old or new formula. (The new has less.)
        4. Similac contains 25 mg. per 100 ml.
        5. Cow's milk contains 52 mg. per 100 ml. (Three and a half times that of breast milk.)
7. Read labels for sodium content of food.
    a. Remember that ingredients are listed in order of descending quantity.

        - b. Check labels for salt and sodium-based ingredients such as sodium saccharin, disodium phosphate, sodium nitrate, sodium benzoate, MSG (monosodium glutamate).
        - c. Note that sodium may be found in products other than food: alkalizers, antacids, aspirin, cough syrup, laxatives, mouthwash, toothpaste (although toothpaste and mouthwash only have small amounts).
        - d. Watch for words "sodium" or "soda" as part of the ingredient name.
        - e. There are many "low sodium" or "low salt" products on the market; however, they can be expensive.
    - d. Sodium does have some benefits to the body (in the correct amounts).
        - 1. It regulates the body's water balance.
        - 2. It helps in relaxation of muscles.
        - 3. It is required for transmission of nerve impulses.
- 2. <u>Sugar in the Diet</u>
    - a. Disadvantages of too much sugar: (the average American consumes 126 lb./year.)
        - 1. It can cause overweight. (So can too much of anything!)
        - 2. It can cause hypoglycemia (low blood sugar), which can later lead to diabetes.
        - 3. It can cause tooth decay.
    - b. Ways to cut down on sugar:
        - 1. Many foods naturally contain sugar (carbohydrates): fruits, milk, beans, peas, corn, potatoes, winter squash, breads, rice, cereal, pasta, soups (especially bean and pea).
        - 2. Avoid table syrup, sugar, jams, jellies, etc. These are sources of simple sugars that can cause problems.
        - 3. Use sugar substitutes: Nutrasweet, Sweet `n Low, Sugar Twin.
        - 4. In some countries, cyclamate and saccharin are no longer permitted because of concern over cancer possibilities. (The U.S. still allows saccharin, with a warning label.)
        - 5. Eat more complex sugars (polysaccharides): bread, cereals, grains. These will give you needed carbohydrates as well as other important nutrients.
        - 6. Read food labels.
            - a. Often sugar is the first ingredient listed.
            - b. Sometimes different brands of the same food have less sugar.
        - 7. Prepare foods without sugar.
            - a. Avoid sweet desserts and snacks.

        b. Avoid putting sugar on cereal and in coffee or tea.
        c. Learn to eat toast, etc. with margarine only.
        d. Substitute fresh fruits for jams and jellies.
        e. Buy fruits in light syrup or water pack.
        f. Drain packing syrups from fruit before eating.
    c. We need a minimum of 240 calories per day from carbohydrates.
        1. This is necessary to provide fuel for the brain.
        2. Carbohydrates keep proteins from being utilized for energy.
        3. They help with fat metabolism so that fats are not too rapidly broken down.
        4. They add flavor to the diet.
        5. Foods that are sources of more complex sugars (polysaccharides) also are often sources of B-vitamins and iron.

In-Class Activities:

1. If you haven't done so already, go over food labeling: ingredient listing, nutrient content, etc. Bring in labels for students to examine.
2. Take students to the grocery store to examine products that are high in sugar and salt as well as those that are low. Emphasize label reading.
3. Have a representative from the American Heart Association and/or a public health nutritionist speak to the class and answer questions about the disadvantages of too much sodium and sugar. (In Santa Clara County, the Refugee Health Service Program, 976 Lenzen Avenue, San Jose (408) 299-6970 has interpreters in Spanish, various Asian languages, Italian, Farsi, Amharic, Tigrinya. Check your local Health Department for similar programs.)

Self-Study:

1. Have student record food intake for 3 days, circling foods that are high in sodium and sugar, and making suggestions for substitutes and ways to reduce intake.
2. Have students write down the first five ingredients for six products found in a grocery store, including at least two brands for each product so they can see that different brands of similar products do not always contain the same proportions of ingredients.

Evaluation:

1. Self-study reports can be graded for completeness.
2. Have students plan a day's menu, using foods that are low in sodium and sugar.

Resources:

Pamphlets:

Shake the Salt Habit
American Heart Association
11200 Golf Links Road
Oakland, CA 94605

Questions About Weight, Salt, and High Blood Pressure
High Blood Pressure Information Center
120/80 National Institutes of Health
Bethesda, Maryland 20205

What is Hypertension?
Consider Sodium and You
Cherryl Bell, R.D., M.S.
Corporate Nutritionist
Safeway Stores, Inc.
430 Jackson Street
Oakland, CA 94660

Salt Modification Action Plan
(a packet of pamphlets)
Wyeth Laboratories
Philadelphia, PA 19101

Books:

Gonahorowski, Addie, No Sugar Cookbook ($5.50)
Sugarless Cookbook ($5.50)
Jones, Jeanne Secrets of Salt-Free Cooking ($6.50)

Available through your county Diabetes Society:
In Santa Clara:
1261 Lincoln Avenue
San Jose, CA
(408) 287-3785

Videos:

The Sugar Cereal Imitation Orange Breakfast
(16 mm. 8 min. color)
Salt, Sodium in Daily Diets
(filmstrip/audiocassette; 12 min. color)

Your Diet: Salt & Hypertension
(16 mm. 15 min. color)
Available on a free loan basis to educators, nutritionists, child care and school food service personnel from:
Nutrition & Food Service Education
Resource Center
321 Wallace Avenue
Vallejo, CA 94590

Board Game:

Hold the Salt
(22 inch square color board for two to six players--80 high and low sodium food items and related materials.)
Nutrition & Food Service Education
Resource Center

VOICE Bibliography:

Carbohydrates and Fats
The Changing American Diet
Comparison Cards: Guide for Teachers and Other Leaders
Exploring the Marketplace: Nutrition on the Run--
 Snacks and Fast Foods
Food Fight: A Report on Teenagers Eating Habits and
 Nutritional Statistics
How to Succeed in the Marketplace Without Going Bananas
The Instant, Sugar Coated, Fast Food Nutrition Kit
Lots A Labels
Nutrition Labeling
Nutrition Labeling: How it Can Work for You
Read the Label--Set a Better Table
The Sodium Content of Your Food
Spanish/English Cookbook

VESL Bibliography:

Freeman, Daniel B. Speaking of Survival.
Weaver, Ann A. Planning Meals and Shopping.

(NOT RECOMMENDED FOR LIMITED-ENGLISH SPEAKING STUDENTS).

TOPIC: NUTRITION SUPPLEMENTS

Learning Objectives: The student will:

1. Understand the concept of bioavailability of nutrients.
2. Know factors to consider when taking nutrition supplements: the interrelationship of nutrients and competition for absorption.
3. Understand the capability of nutrients for toxicity.
4. Know how to choose supplements, if they're appropriate.

Suggested Content:

1. Bioavailability of Nutrients
    a. This is defined as the ability of the body to make use of a nutrient provided to it.
    b. It is dependent upon:
        1. The stage of the person's life cycle.
        2. Their state of health.
        3. Their genetic profile--there are individual differences in handling nutrients.
        4. The presence or absence of other nutrients.
    c. R.D.A.s are set for an average healthy person and don't take into consideration special needs or dietary factors that influence nutrient absorption and utilization.
        1. The requirement of a given individual may range from twenty times less to twenty times more than the R.D.A.
        2. Inborn errors of metabolism often require large amounts of a particular nutrient.
2. Factors to Consider When Taking Supplements
    a. Many nutrients require a "transport mechanism" to get them from the intestine into the bloodstream.
        1. These transporters are saturable; that is, they can only handle a certain amount of a nutrient at a time.
            a. This is called the "T-Max" (transport maximum).
            b. The T-Max for Vitamin C is 1,200 mg. in a 24 hour period.
        2. Some nutrients share transporters. A large amount of one nutrient can decrease the amount of absorption of another nutrient.
            a. The protein carriers involved in the transport of zinc, copper, and iron have affinity for all of them.
            b. High levels of nutrients lead to a decreased rate of absorption.
        3. Some nutrients that compete for carrier proteins:
            a. Calcium, copper, iron, cadmium, zinc.
            b. Cadmium, maganese, chromium, iron, and zinc.

c. Cobalt and iron.

b. Some foods decrease the amount of a nutrient that is absorbed.

1. Consumption of mineral oil will carry fat soluble vitamins A, D, E, K out of the body.
2. Phytates in grains, oxalates in spinach and rhubarb, excess fat in the diet, and fiber, as well as high protein diets can interfere with calcium absorption.
3. Phytates also form compounds with iron that interfere with its absorption. So does fiber from plants.
4. Soybeans and by-products decrease iron absorption.
5. Antacids decrease the absorption of both iron and calcium.

c. Some nutrients enhance the absorption of others.

1. Vitamin C (as an antioxidant) helps keep iron in its reduced or ferrous form, which is better utilized than the ferric form.
2. Alcohol increases iron absorption.
3. Vitamin D is necessary for the absorption and utilization of calcium.
   a. Stimulates calcium-binding protein in the intestine.
   b. Stimulates bone release of calcium to maintain serum calcium for blood clotting, muscle contraction, and nerve transmission.
4. Lactose (in milk) and Vitamin C (because of its acid) help with calcium absorption.

d. Dietary and other conditions that can increase your need for certain nutrients:

1. Alcohol consumption increases your need for magnesium, Folate, and Vitamin B12 (occasionally) and B6 and Thiamin.
2. Use of oral contraceptives increases the need for Vitamin B6.
3. Smoking increases your need for Vitamin C.
4. Use of antibiotics decreases intestinal synthesis of Vitamin K and Biotin.
5. A high amount of phosphorus raises the need for calcium, as does high protein. (Calcium and phosphorus should be in a 1:1 or 1:2 ratio).
6. Taking protein supplements that are not balanced with the essential amino acids will decrease the utilization of these amino acids.

3. Causes and Effects of Toxicity

a. Any nutrient has the capability for toxicity.

1. Some have a low range, such as chromium, at 50 to 100 micrograms. The amount needed for adequacy is 5 to 10 micrograms.
2. Others would have to be consumed in large amounts; for example, Vitamin E may be toxic at 5,000 mg. The normal amount consumed is 10 to 15 mg.

b. If we have overconsumed a nutrient, for the most part, all we can do is stop taking the nutrient.
    1. Some heavy metals such as iron, lead and mercury can be decreased by the use of chelators--substances that "grab" the metal and carry it out of the body.

c. The two best known nutrients which have toxic effects are vitamins A and D.
    1. A daily intake of 50,000 I.U. of Vitamin A can produce: loss of appetite, blurred vision, dry skin, hair loss, headaches, diarrhea, and nausea.
    2. 10,000 I.U. daily of Vitamin D can lead to: loss of appetite, excessive thirst, vomiting, weight loss irritability, calcification of the soft tissues such as the heart, kidneys, and lungs, which can lead to death.

d. Iron overload
    1. This is not very common.
    2. It is more likely with males, especially those:
        a. who take Vitamin C.
        b. eat a low fiber diet.
        c. consume alcohol.
        d. eat iron-fortified products.

4. Choosing Supplements--If You Need Them
    a. Don't self-diagnose. See a doctor for advice.
        1. He can do a medical history.
        2. He can order appropriate lab tests for evaluation.
    b. Consider generic house brands.
        1. Most drugs have standard recipes registered with the F.D.A.
        2. Often, there is very little variance from one brand to another.
        3. With supplements, it's important to read the label for nutrient amounts.
    c. Unless you're taking supplements for a therapeutic reason, take a one-a-day that has no more than the R.D.A.
    d. So called "natural" vitamins are no more effective in the body than synthetic vitamins. The body doesn't recognize them as different because they are chemically the same.

5. Problems With Supplements
    a. They give a false sense of security. It's easy to continue poor eating habits.
    b. Foods give use a combination of nutrients and other substances important to the body.
    c. Our bodies are very complex and so is the interrelationship of nutrients. It requires a great amount of knowledge to know how to use them properly.

In-Class Activities:

1. Have students report on what they found by comparing food supplements at the health food and grocery stores. (See Self-Study, item #1.)
2. Go over R.D.A. with students. (You might want to review the section on Nutrition Basics.) After they've completed their diet self-study, have them bring it to class along with suggestions for improving the nutritional value with foods, rather than diet supplements.
3. Bring in Food Charts from the Dairy Council which show foods and their nutrient content.

Self-Study:

1. Have students go to a health food store and record prices and types of supplements available. Then go to a grocery store and record prices and information on comparable products.
2. Have students write down their food intake for a day, then using a food chart, record the amount of nutrients from each food. They should circle the nutrients that don't meet the R.D.A. Have them also make a "revised" or "ideal" diet with substitutions or additions to their menu.

Evaluation:

1. Grade Self-Study projects.
2. This lesson is not recommended for limited-English speaking students, so objective and short answer questions over the material in the suggested content is appropriate.

Resources:

VOICE Bibliography:

Comparison Cards: Guide For Teachers and Other Leaders
Discovering Nutrition: Student Guide
Discovering A Pattern For a Balanced Diet: A Puzzle
    Self-Teaching Kit
Food For Life: The Basic Four
Help Yourself: Choices in Foods and Nutrition
Vitamins and Minerals

TOPIC: PRESERVING NUTRIENTS

Learning Objectives: The student will:

1. Know how the four elements--heat, light, air, and water--can be potentially detrimental to food nutrient content as well as taste and appearance.
2. Know purchase, storage, and preparation techniques that keep nutrient loss to a minimum.

Suggested Content:

1. How Heat, Light, Air, and Water Destroy Nutrients
    a. Heat
        1. Water soluble C and B vitamins are sensitive to heat and easily lost, especially with high heat and extended cooking periods.
        2. Shorten cooking period by sauteeing, stir-frying, or cooking otherwise until just tender or done. Avoid roasting, stewing, boiling, and other methods requiring lengthy cooking.
        3. Eat fruits and vegetables raw whenever possible.

    b. Light
        1. Riboflavin (B2) is very sensitive to light.
        2. Milk, which is a good source of B2, should be purchased in plastic cartons. Avoid leaving milk outside the refrigerator.
            a. An unprotected container of milk left in sunlight for a morning can lose 2/3 to 3/4 of its B2 content.
            b. Even milk in containers in supermarkets stored under fluorescent lights can change flavor dramatically.

    c. Air
        1. Speeds up deterioriation and drying of foods.
        2. Many bacteria grow rapidly in the temperature zone of 60 to 120°F.
        3. Oxidative enzymes that work to de-activate Vitamin C can be activated easily unless foods are stored properly.

    d. Water
        1. Water soluble vitamins are easily lost to water.
        2. Cook foods in small amounts of water.
        3. Save cooking water for use in sauces, gravies, soups, and stews.
        4. Cook fruits and vegetables in their skins to help retain nutrients.

2. Purchasing Foods to Save Nutrients
    a. Buy only what you can use within a reasonable period.
    b. Frozen and canned foods have almost as high nutrient content as fresh foods.
        1. Often, fresh foods have less if they aren´t properly prepared.

        2. "Fresh" produce may have been delayed from the field to the market.
    c. Buying individually wrapped items may be a little more expensive, but the foods will retain its freshness longer if you don't have to keep opening the package to get servings. (e.g., crackers, cookies, snack items).

3. Storing Foods to Save Nutrients
    a. Most foods do best if stored at 60°F or below to prevent growth of bacteria and other chemical changes that cause deterioration.
    b. Lightly rinse fruits and vegetables to remove dirt and other surface contamination.
    c. Remove any excess water before storing.
    d. Store either in a "crisper" section of the refrigerator or in plastic bags to preserve freshness, except:
        1. Store potatoes in a cool, dry place, but not in the refrigerator because refrigerator temperature increases the sugar content and makes them unsuitable for frying and mashing.
        2. Storing bananas below 55°F gives them a dull, grey, aged appearance.
    e. Left-over foods should be stored in tightly-sealed containers in the refrigerator.

4. Preparation Techniques
    a. Cook vegetables in very small amounts of water for a short period of time.
    b. Foods that are good sources of water soluble vitamins, such as broccoli (high in Vitamin C), should be prepared in a fat soluble medium (cut up in small pieces and sauteed in cooking oil). Water soluble nutrients are preserved by cooking in a fat medium.
    c. Foods that are good sources of fat soluble vitamins, such as carrots and squash (Vitamin A), should be cooked in a water medium because fat soluble nutrients are lost to a fat medium and not to a water one.
    d. Avoid over-heating fats, because high heat can cause free fatty acids to link together to form polymers that darken the fat's color, lower its smoking point, and cause the fat to foam when foods are cooked in it.
    e. When preparing green leafy salads or fruit salads, prepare the ingredients as close to eating time as possible.
        1. Tearing and shredding of leaves, as well as cutting the surface of fruits, activates enzymes that destroy Vitamin C and cause surface browning.
        2. Avoid exposing the food to air. Store in refrigerator until eating.
    f. When baking, cook with skins on; with meats, use a cooking cover to keep nutrients in cooking juices.
    g. Use of microwave ovens decreases the amount of nutrients lost in solution because no water is added for cooking and the cooking period is short.

In-Class Activities:

1. If you have a kitchen or hot plate available, demonstrate preparation of foods by steaming, stir-frying, leaving skins on vegetables and fruits, etc.
2. If you have a microwave oven available, demonstrate cooking foods in it. Or, if the class is small, many appliance stores give demonstrations. Call ahead and arrange to bring the class in.

Self-Study:

1. Have students prepare a vegetable dish they've never eaten before, using a method that preserves nutrients. They should write a brief report, stating why they chose the method they did, which nutrients they were trying to preserve, etc.
2. Have students go through their kitchen and refrigerator, rearranging storage and changing containers for various foods when necessary to better preserve nutrients. Make a brief report.

Evaluation:

1. Grade Self-Study reports.
2. Fill-in and matching questions can test students' knowledge of proper storage and preparation techniques for various nutrients. For example:

Match the correct preparation or storage technique with the food:

(c)	broccoli	a.	store in the refrigerator.
(d)	squash	b.	store in a cool, dry place.
(b)	potatoes	c.	cook in a small amount of water.
(b)	bananas	d.	cook in a small amount of oil.

Resources:

Video:

Be Fair to Your Foods
(16 mm. 17 min. color)
Available on a free loan basis to educators, nutritionists, child care and food service personnel from:

Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94590
9707) 557-1592

VOICE Bibliography:

The Cook´s Problem Solver
Eat Your Way--With Color
Food For Life--The Basic Four
Fruits
Nutritive Value of Foods
Those Fabulous Fruits
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)

TOPIC: SELECTING AND PURCHASING PROTEIN FOODS

Learning Objectives: The student will:

1. Know why we need protein and which foods are the best sources of high quality protein.
2. Know how to select meat, poultry, fish, and eggs on the basis of cost and quality.
3. Know how to shop for milk and dairy products.
4. Know about combining plant proteins to make complementary sources of complete proteins.

Suggested Content:

1. The Importance of Protein
    a. It is needed for cellular growth and repair.
    b. It is needed for antibody formation.
    c. It is needed for water and acid-base balance of the body.
    d. It is needed for formation of hormones and enzymes.
2. Characteristics of Good Quality Protein
    a. The food contains the eight essential amino acids needed for growth and repair.
    b. Proteins are classified as "complete" or "incomplete" depending on their content of essential amino acids.
        1. The essential amino acids are those the body can't make.
        2. Complete proteins are found in animal sources of food.
        3. Proteins in vegetables and cereal grains are incomplete because they do not contain all the essential amino acids, or they are not present in proper proportions.
        4. The body can utilize these incomplete proteins most effectively if there is some animal protein eaten with them.
    c. Protein has high biological value, which means that the percentage of nitrogen the body retains from the protein is high. Nitrogen, along with carbon, hydrogen, oxygen is used to manufacture the nonessential amino acids.
        1. Eggs have the highest protein score.
        2. Milk is next in biological value.
    d. To determine your protein need (if you're an adult in good health), divide your body weight by 2.2 to determine your wieght in kilograms, then multiply by .8 to get the number of grams of protein.

e.g., $\frac{125 \text{ lbs.}}{2.2} = 57 \text{ kg.} \times .8 = 46$ grams of protein

e. Some examples of foods high in protein:

3 oz. chuck roast	23.4 gm.
3 oz. lamb	21.6
3 oz. ham	20.7
2/3 cup salmon	20.5
4 Tbl. peanut butter	15.9
1 cup milk	8.5
5 to 6 Tbl. cottage cheese	19.5
1 oz. American cheddar cheese	7.1

3. Selecting Meat on the Basis of Cost and Quality
    - a. There are more than 200 cuts of meat.
    - b. If the cut you want is in great demand or out of season, it may cost more than you wish to pay.
    - c. All kinds of meat--beef, pork, lamb, and veal--are about equal in food value.
    - d. The price isn't the only guide to economy.
        - 1. The lowest prices per pound do not necessarily indicate the most economical meat if you're buying lots of bone and fat.
        - 2. The cost per serving is the only true guide.
        - 3. A general rule to follow is:
            - a. No bone and little fat--4 servings per pound (ground beef, stew meat, veal cutlet, flank steak, cube steak, boneless ham, frankfurters.)
            - b. Little bone and/or visible fat--three servings per pound (round steak, sirloin tip roast, heel of round, leg of lamb, pork steak, sausage.)
            - c. Medium amount of bone and/or visible fat--2 to 3 servings per pound (all chops and shoulder roast.)
            - d. Much fat, bone and/or gristle--one or two servings per pound (short ribs, plate, shank, neck, brisket, breast, spare ribs.)
        - 4. California law provides that all ground meat may contain no more than 30% fat, although it may contain less.
        - 5. There are no specific standards for ground chuck, ground round, lean ground beef, low-fat ground beef.
            - a. Some ground beef labels state the percent fat content.
            - b. If in doubt, ask the meat cutter.
4. Selecting Fish
    - a. Fish is considered a meat substitute because it furnishes almost the same nutrients as meat.
    - b. Fish, purchased in a market, like meat, is always inspected so you can be sure it's wholesome.
    - c. If it's graded, the grade mark A or B appears in a shield on the package.
    - d. How much to buy:
        - 1. A serving is usually considered to be 1/3 to 1/2 pound of edible portion.

- a. For a whole fish, allow about 3/4 to 1 pound per serving.
- b. For dressed fish, allow 1/2 pound per serving.
- c. For steaks, fillets, or sticks, 1/3 pound per serving.

e. Several varieties of fish are marketed as tuna.
- 1. Albacore has lighter meat than other species and is the only tuna that can be labeled as "white meat".
- 2. Most other species are labeled as "light meat".
- 3. Three different styles of pack are used for tuna.
  - a. Fancy or solid pack is the most expensive and is ideal for cold plates and recipes where appearance is important.
  - b. Chunk style is moderately priced and is especially adapted to salads and other dishes where chunks of tuna are desirable.
  - c. Flake or grated is the least expensive. It is excellent for sandwiches and spreads where tuna is blended into a paste.

5. Selecting Poultry

a. Choose the kind--chicken, turkey, duck, goose or squab.

b. Select the class.
- 1. Classes within each kind are based on age and weight and are related to tenderness and cooking methods.
- 2. Younger birds are more suitable for frying, broiling, roasting. (Younger birds have smaller body parts; skin is also thinner.)
- 3. More mature birds are used for baking, stewing, soups, and salads.

c. Select the form.
- 1. You may buy a whole bird, a cut-up bird, or selected parts. Whole birds are less expensive per pound, but less convenient if you need to cut up parts.
- 2. It may be frozen or fresh, packaged or not.

d. It is difficult to compare the cost per serving of a whole or cut-up bird with that of selected parts. You can compute the cost based on the amount of edible meat in each cut. Divide the price per pound by the percentage of edible meat, as follows:

whole or cut-up	51%
legs and thighs	53%
breasts	63%
wings	50%
backs	42%

*Refer to the chart at the end of the unit for servings per pound.

6. Selecting Eggs

a. You may find several grades and two or more sizes within a grade.

- b. Grades set up by the California Department of Agriculture indicate quality: AA, A, B, and C.
    1. The grade has nothing to do with the food value.
    2. Lower grades are as high in nutrients as top grades.
- c. Top grades AA and A are good choices for poaching, frying, or cooking in the shell because of their superior appearance and delicate flavor.
- d. Lower grade eggs are satisfactory for scrambled eggs, omelets, and in combination dishes or baked products.
- e. Some poultry breeds produce a brown shell--others white. Shell color has no effect on the egg's nutritive value or quality.
- f. The size classification is based on the weight per dozen.
    1. It has no relationship to quality or food value.
    2. Buy the one that is least expensive.

7. Selecting Milk
    - a. In addition to providing high quality protein, milk provides calcium, riboflavin, and Vitamin A.
    - b. Foods prepared with milk also provide calcium and other nutrients.
        1. Cream soups contain 1/2 to 1 cup milk per serving.
        2. Creamed vegetables, fish, eggs, or meat provide 1/4 to 1/2 cup milk.
        3. Desserts, like puddings, custards, and cream pies provide 1/4 to 2/3 cup milk.
    - c. How to buy more milk on a tight budget:
        1. Price different forms of milk.
            - a. Fluid skim milk, buttermilk, concentrated milk and canned evaporated milk are less expensive than fresh while fluid milk.
            - b. Non-fat dry milk is the best bargain. Add water and you have fluid skim milk at less than 1/2 the cost of fresh fluid skim milk.
        2. Buy milk at the store rather than having it delivered and save 1 cent to 3 cents per quart.
        3. Some milk delivery firms offer a discount for large quantities ordered regularly.
        4. Compare the cost of two half gallons of milk in a carton with the cost of a gallon of milk in a plastic container.
    - d. Selecting cultured milks:
        1. These have about the same nutritive value as the milk from which they are prepared, plus the nutritive value of any added ingredients.
        2. Buttermilk is produced by adding a special bacterial culture to pasteurized skim milk.
        3. Acidophilus milk is a sour milk made from skim milk. (Used in special diets because it has a softer more more finely divided curd than regular milk.)

        4. Yogurt made from whole milk has a minimum fat content of 3.5%. Low-fat yogurt has a fat content of 2%.

8. Selecting Cheeses
    a. Cheeses are sold under several hundred names according to how or where they are manufactured, but there are only about 18 different types.
    b. In this country, cheese is usually made from cow's milk-while or skim.
    c. Moisture may be added to make spreadable products such as process cheese, cheese food, and spread. Be sure to read labels.
    d. If cheese is sliced or grated, you pay for this service.
        1. Check the package weight and the price.
        2. Figure the cost per pound.
    e. Dry curd cottage cheese is an unripened soft-curd cheese with no more than 5% fat and containing no more than 80% moisture.
    f. Cottage cheese is dry curd cottage cheese to which cream has been added so the milk fat content is less than 4%.
        1. Low-fat or partially creamed cottage cheese varies from 1/2 to 2% fat.
        2. The difference in calories is slight: 1/2 cup creamed cottage cheese has 120 calories; partially creamed has 100 calories.
9. Complementary Plant Protein Sources
    a. Grains are deficient in the amino acids isoleucine and lysine. The following combinations make up for that deficiency:

rice + legumes
corn + legumes
wheat + legumes
wheat + peanuts + milk
wheat + sesame + soybean
rice + sesame
rice + brewer's yeast

    b. Legumes are deficient in tryptophan and methionine. To compensate, combine:

legumes + rice
beans + wheat
beans + corn
soybeans + rice + wheat
soybeans + corn + milk
soybeans + peanuts + sesame
soybeans + wheat + sesame
soybeans + peanuts + wheat + rice
soybeans + sesame + wheat

    c. Nuts and seeds are deficient in isoleucine and lysine. Combine:

peanuts + sesame + soybeans
sesame + beans
sesame + soybeans + wheat
peanuts + sunflower seeds

d. Vegetables are low or lacking in isoleucine and methionine. Combine:

lima beans + green peas + sesame seeds
Brussels sprouts, cauliflower, broccoli + Brazil nuts + mushrooms
greens + millet or converted rice

In-Class Activities:

1. Using a Meat Chart (can be obtained from the California Beef Council or the National Live Stock and Meat Board), go over the different cuts of meat, explaining their use and preparation. It would also be helpful, if the class isn't too large, to go to a meat counter, see the actual cuts, and review some of the more common names of cuts.
2. Bring in a whole chicken and demonstrate how to cut it up as a way of saving butchering costs.
3. Bring in samples of milk, cheeses, and cultured milk for students to sample. This is particularly helpful for students who are new to this country and not familiar with the different types of dairy products available.

Self-Study:

1. Have students take the chart at the end of this unit to compute the cost per pound and per serving of beef and poultry.
2. Using a food nutrient chart, have students prepare menus for three days, showing how they would meet their protein requirement. Show grams of protein contributed by various foods.
3. Have students prepare a dish using one of the complementary protein combinations. Write a brief report including nutrient calculations for a 1 cup serving of this combination.

Evaluation:

1. Grade the Self-Study chart, menus, and complementary protein dish report.
2. Test students on different cuts of meat and ages of poultry and how these relate to the cooking method. Choose Moist or Dry for the proper cooking method:

(a) chuck roast
(b) t-bone steak

(b) ground beef
(a) short ribs

a. moist (with liquid)
b. dry (in oven or broil or barbecue)

Resources:

A variety of wall charts, cookery method posters, etc. are available from:
National Live Stock and Meat Board
444 North Michigan Avenue
Chicago, Illinois 60611
(312) 467-5520

Video:

Who Should Eat the Egg?
(filmstrip with script)
The Tofu Experience
(filmstrip/audiotape; 17 min. color)

Available on a free loan basis to educators, nutritionists, child care and food service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94950
(707) 557-1592

VOICE Bibliography:

All About American Rice
The Benevolent Bean
Fishery Products
How To Buy Beef
Nonfat Dry Milk in Family Meals
Nutritive Value of Foods
Seafood Products: An Instructional Guide for Home Economics
Selection of Retail Beef Cuts
Soy Protein: You'll be Surprised
Shopping With Martin
Shopping for Protein
Vegetarianism in a Nutshell

KIND AND CUT OF MEAT	SERVINGS PER POUND	COST PER POUND	COST PER SERVING
Beef			
Roasts			
chuck, with bone	2 1/4	______	______
chuck or rump, boneless	3	______	______
rib, rolled	2 1/2	______	______
rib, standing	2 1/4	______	______
round, boneless	3 1/4	______	______
sirloin tip, boneless	3	______	______
Steaks			
chuck, with bone	2 1/4	______	______
chuck, boneless	3		
porterhouse or rib	2		
club or T-bone	1 3/4	______	______
cubed or minute	4	______	______
flank	3 1/2	______	______
round, with bone	3	______	______
round, boneless	3 1/4	______	______
sirloin, with bone	2 1/4	______	______
sirloin, boneless	2 1/2	______	______
Brisket, boneless; fresh or corned	2 1/2	______	______
Frankfurters	4	______	______
Ground beef			
regular - 30% fat	4	______	______
lean - 25% fat	4 1/4	______	______
extra lean - 20% fat	4 1/2	______	______
with textured vegetable protein extender	4 1/2	______	______
Heart	3 1/2 -4	______	______
Kidneys	3 - 4	______	______
Liver	4	______	______
Plate or shortribs	1 3/4	______	______
Stew, boneless	3	______	______
Tongue			
fresh	3 1/4	______	______
smoked	2 3/4	______	______
Poultry			
Fresh or Frozen			
Chicken			
broiler-fryer	1 1/3	______	______
capon	1 1/3 - 2	______	______
roaster	2	______	______
stewing hen	2	______	______
backs, wings	2	______	______
breasts	4	______	______
gizzards	3	______	______
hearts	4	______	______
legs, thighs, drumsticks	3	______	______
livers	4	______	______

TOPIC: GOOD NUTRITION ON A SMALL BUDGET

Cross Reference: FOOD SHOPPING

Learning Objectives: The student will:

1. Know how to make a food spending plan that includes nutritious food and keeps within the family budget.
2. Be more aware of shopping choices; learn to compare brands, quality, and prices.
3. Know the most economical way to use the food market: when to shop, how to shop, and how often to shop.

Suggested Content:

1. Making A Food Spending Plan
    a. Foods we choose depend on:
        1. Our income level.
        2. Time available and interest in food preparation.
        3. Number and ages of family members.
        4. Special dietary needs of family members.
        5. Family food likes and dislikes.
        6. Availability of specific foods and regional tastes.
        7. Cultural and ethnic background of family members.
        8. Frequency of entertaining.
    b. Be sure to get an appropriate supply of nutrients by planning menus with the Basic Four as a guideline.
        1. Meat Group (2 servings/day)
            One serving =
            2 to 3 oz. cooked meat
            2 oz. cheese
            2 eggs
            1/2 to 3/4 cup cooked dry beans or peas
            2 Tbl. peanut butter

        2. Milk Group (2 servings/day)
            One serving =
            1 cup milk
            1 cup yogurt
            1 1/2 oz. firm cheese

        3. Bread and Cereal Group (4 servings/day)
            One serving =
            1 slice bread
            1/2 cup rice, macaroni, or cooked cereal
            1 cup ready-to-eat cereal

        4. Fruit and Vegetable Group (4 servings/day)
            One serving =
            1/2 cup vegetables or fruit
            1/2 grapefruit
            1 orange
            1 potato
    c. Check food ads.

        1. They appear in most newspapers on Wednesdays.
        2. Compare costs of foods within the same food group. (e.g., compare costs of beans with peas; rolls with bread.)
        3. Compare the price of food items in different forms--fresh, frozen, canned, or dried--and also different styles--whole, sliced, chopped, etc.
        4. Buy foods in season; they are less costly.
        5. Know the regular prices of items you usually buy. Then you'll recognize when an advertised special is really a bargain.
    d. Make a shopping list.
        1. It helps to reduce the number of impulse purchases and saves return trips for forgotten items.
        2. Learn to make substitutes when you find less expensive items that suit your needs.
    e. Consider how the food item will be used. (Do not pay a premium for albacore tuna if you are planning to make a casserole.)
    f. Determine whether the added cost of buying convenience items is worth the time saved.

2. General Hints for Shopping for Food
    a. Eat before you shop.
        1. Having an empty stomach can lead to impulse buying.
        2. Studies show that the average shopper will spend $7 to $10 more when hungry.
    b. Shop alone when possible.
        1. Family members tend to encourage you to buy more.
        2. Children are especially susceptible to ads and packaging.
    c. Be alert to the unadvertised specials in the store.
    d. Take advantage of unit pricing to determine which size package is the most economical.
        1. Compare costs per serving.
        2. Divide the number of servings stated on the label into the price.
    e. Read labels.
        1. The list the ingredients and valuable nutritional information which is helpful in judging the nutritional quality of a food item.
        2. Compare national brands, private label, and generic products.
            a. Generic products can best be identified by their plain, simple packaging. They are usually less expensive.
            b. Private-label products are unique to a particular chain of stores. Because of lower marketing, advertising, and distributing costs, prices are often lower than national brands, but the nutritional value is the same.
    f. Be wise to supermarket displays.
        1. Items displayed at the end of the aisle may not always be specially priced.

        2. Items like ice cream and assorted toppings are often displayed together. Avoid the temptation to buy both if this was not your intention.
    g. Ask for a raincheck if a specially priced item is unavailable. This allows you to purchase the item at the sale price later on.

3. When Shopping for Meat, Poultry, Fish:
    a. Become familiar with less tender cuts of meat.
        1. They are less expensive.
        2. They require moist heat cooking for a longer period of time than tender cuts.
    b. A cut of meat with the bone in it may have a lower price per pound than a boneless cut, but the cost per serving may be higher because if offers fewer servings.
    c. Consider variety meats such as liver, heart, tongue.
        1. They are high in nutrients.
        2. They are usually economically priced.
    d. Become your own butcher. Learn to cut up meat and poultry to save money.
    e. Shop carefully for processed meat. Buy luncheon meat in bulk rather than presliced.
    f. Consider the season. Some fish items are more plentiful during certain times of the year.
4. When Shopping for Fruits and Vegetables:
    a. Buy items in season, prices are lower and quality is better.
    b. Be willing to substitue one vegetable or fruit for another of comparable nutritional value, if it means additional savings.
    c. Limit your purchase of perishable produce, even when specially priced, to what you can use.
    d. Check prepackaged items carefully.
        1. Look for packages that have at least half of the product visible.
        2. Stains on the carton may indicate damaged or spoiled produce.
    e. Learn the difference between surface blemishes that merely detract from appearance and those that affect eating quality as well.
    f. Compare different forms (fresh, frozen, canned) to determine the best buy for the intended use.
    g. The largest size may not be the best eating quality or economy. Smaller sizes sometimes offer more individual servings per pound.
5. When Shopping for Milk and Milk Products:
    a. Buy fresh milk and milk products only from refrigerated cases.
    b. Compare different forms for calories and other nutritional qualities.
    c. Use nonfat dry milk for cooking to save money.
    d. Compare prices of milk and cream with different amounts of fat. Usually, the higher the fat content, the higher the price.

    e. Compare the price of cheese in various forms--block, sliced, cubed shredded, or grated.

6. When Shopping for Eggs:
    a. Be sure to compare the price of different sizes of the same grade (e.g., AA or A).
    b. Higher quality eggs are ideal for all purposes, but are especially desirable for frying and poaching.
    c. Lower quality eggs are acceptable for cooking and baking where their appearance is less important.
7. When Shopping for Grain Foods:
    a. Flour
        1. Bread flours are higher in protein and coarser in texture than all purpose flours.
        2. Cake and pastry flours are fine textured and more expensive than all purpose flours.
    b. Macaroni Products
        1. Making your own pasta is easy and fun to do if you have the time and interest.
        2. Dry pasta can be purchased in national, private-label, and generic brands. Compare prices.
    c. Cereals
        1. Ready-to-eat cereals are the most convenient, but usually are higher priced than those that must be cooked.
        2. When comparing prices, consider cooking method, packaging, number of servings, and amount of processing. (Highly processed foods are not as nutritious.)
        3. Check ingredients. Is sugar listed as the first ingredient?
    d. Rice
        1. Precooked rice requires little preparation and is more convenient, but is more expensive than uncooked.
        2. Converted or parboiled rice has been specially processed by steam or water to improve the nutritional value and keeping quality.
        3. Convenient rice mixes with seasonings and other ingredients are more expensive.
    e. Breads and Bakery Products
        1. These are available unbaked, partially baked, or fully baked.
        2. Price varies with the ingredients, quality, and convenience offered.
        3. Check wholesale and day-old bakeries in your area for lower priced products.
8. When Shopping for Convenience Foods:
    a. Frozen
        1. Complete breakfasts, dinners, main entrees, and foods in a pouch are a few examples of popular frozen convenience foods.

        2. Some package containers are now designed for use in microwave ovens; others can be used as serving dishes.
        3. Frozen convenience foods are expensive.
    b. Freeze-Dried
        1. Many freeze-dried vegetables and meats are used in soups and packaged instant meals.
        2. Coffee an some spices are also available.
        3. Freeze-dried foods are expensive, but convenient for the small family or single-eater and have good keeping qualities.
    c. Packaged Mixes
        1. Consider the cost of preparing the food item from scratch.
        2. What additional ingredients must be added? Remember to include the cost of additional ingredients in the total price.
        3. How much additional preparation is required? Relate this to the price.
        4. How many people are in your household?
            a. If one or two, convenience foods may be affordable occasionally.
            b. For large groups, foods from scratch are more economical.
        5. Will time and energy saved by using the package mix be worth the price?

9. When Shopping for Canned Foods:
    a. Select containers that are clean and free from leaks, rust, dents, and swelling or bulging ends.
        1. Never taste food from bulging or leaking containers.
        2. Return them unopened to the store.
    b. Select the style and quality of food best suited to your use. (Whole or sliced mushrooms will cost more than stems and pieces.)
    c. Learn to recognize different can sizes and the number of servings in each. (Larger sizes are usually more economical.)

10. Checking Out
    a. Be sure the price is marked on the items you buy.
    b. Pay attention to make sure the cashier rings the correct price.
    c. Make certain that all groceries are packed into bags, all of which go home with you.

In-Class Activities:

1. Have students bring in newspaper food ads; based on their family food needs, have them write a grocery list for a week's food. (They should use their menus completed at home under Self-Study.)

2. Take the class (if not too large) to a supermarket, point out food departments and practice finding food items, using unit-pricing and checking for non-advertised specials. Go through the meat and produce sections, demonstrating selecting inexpensive cuts of meat and finding fresh, quality produce.

Self-Study:

1. Students should prepare a set of menus for several days or a week to fit their family nutritional needs and budget. Have them use the Basic Four as a guideline and indicate amounts of food needed to be purchased by computing the number of servings per person. Bring the menus to class to make a food shopping list.
2. Have students consider three convenience food items and compare their cost to preparing comparable items from scratch. They should list ingredients and total cost of each item.

Evaluation:

1. Grade Self-Study projects.
2. Give students a list of food items. Have them go to a supermarket and compare sizes, brands, etc. and calculate the cost of purchasing the items. They should get at least two prices--a high and a low-for each item. Then hand in for grading.

Resources:

Pamphlets:

Your Food Dollar ($.75)
Your Shopping Dollar ($.75)
Money Management Institute
Household International
2700 Sanders Road
Prospect Heights, Illinois 60070

The Buying Guide for Fresh Fruits, Vegetables, Herbs and Nuts ($4.00)
Educational Department
Blue Goose, Inc.
P. O. Box 1118
Hagerstown, Maryland 21740

How to Buy Food ($4.25)
from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Video:

Food Dollars and Sense
(82 frames with spirit masters)
Money Management Institute
2700 Sanders Road
Prospect Heights, Illinois 60070

VOICE Bibliography:

Be A Better Shopper
Betty Crocker Mealtime Planning
Comparison Cards: Guide for Teachers and Other Leaders
Discovering a Pattern for a Balanced Diet: A Puzzle Self-Teaching Kit
Eat Your Way--With Color
Fishery Products
Food and You
The Food Co-op Handbook: How to Bypass Supermarkets to Control the Quality and Price of Your Food
Food for Life--The Basic Four
Fruits
Help Yourself: Choices in Foods and Nutrition
How to Buy Beef
How to Succeed in the Marketplace Without Going Bananas
Lots A Labels
Let's Get Organized
Nonfat Dry Milk in Family Meals
Nutrition Labeling
Nutritive Value of Foods
MATCHE: Foods and Nutrition
Read the Label--Set A Better Table
Seafood Products: An Instructional Guide for Home Economics
Selection of Retail Cuts of Beef
Shopping With Martin--For the Bread and Cereal Group
Shopping With Martin
Shopping For Protein

VESL Bibliography:

Freeman, Daniel B. Speaking of Survival.
Larned, Phyllis and Nicholas J. Randall. Reading a Newspaper.
Richey, Jim. "Survival Vocabulary".
State University of New York. "English for Living" modules
Weaver, Ann A. Planning Meals and Shopping.

TOPIC: WEIGHT CONTROL

Learning Objectives: The student will:

1. Understand the principles of weight control: reasons for overweight, critical "fat" periods, and what determines our need for energy.
2. Understand the essentials of a good reducing diet and be able to apply these to the assessment of fad diets.
3. Understand the essentials of maintaining "normal" weight.

Suggested Content:

1. Reasons for Overweight
    - a. Studies show that approximately 40% of the children in the U.S. are overweight.
    - b. It is estimated that 50% of these children will become overweight adults.
    - c. Some researchers believe that fat cells formed early in life do not disappear later on; they swell and shrink according to how much the person eats.
    - d. Critical fat periods:
        1. First months of life
        2. After weaning
        3. School years (ages 7 to 11)
        4. Adolescence
        5. During pregnancy
        6. Middle age and senior years
    - e. It is important to examine family eating habits. We very often go through life being members of the "clean plate club."
        1. Bottle fed babies are more likely to be overweight than breastfed because of parents' anxiety about the baby getting enough to eat.
        2. We should rely on our appetite-control center in the brain, rather than being encouraged to overeat.
2. Calorie Consumption
    - a. We must understand how calories relate to weight.
    - b. If we take in more calories (the amount of energy that is released when food combines with oxygen in the body) than we need, we gain weight; if fewer, we lose weight.
    - c. Calorie needs are determined by:
        1. Basal metabolism--we need a minimum amount of energy (usually between 1,000 and 1,500 calories daily) for functioning of the heart, respiratory system, etc.
        2. In addition, we need energy for physical activity.
            - a. 50% of basal metabolic calories if light activity.
            - b. 75% if moderate.
            - c. 100% if strenuous.
        3. Finally, we need approximately 10% of the sum of the calories needed for BMR + Physical Activity to cover the metabolic "cost" of handling the food.
           Example:

1,200 calories = BMR
700 " = Physical Activity
1,900
190 " = Food Conversion
2,090

3. Essentials of a Good Reducing Diet
    a. It includes the Basic Four food groups.
    b. It is lower in calories than needed for energy requirements (but not less than 1,200 calories, because it's very difficult to fulfill nutrient requirements with less.)
    c. It helps to change eating habits.
    d. At least 12% to 15% of the calories from the diet should be from protein and at least 240 calories should come from carbohydrates.
4. Look At Your Own Diet
    a. Do a fat hunt. Where can you cut back on things like dressings, butter, gravies, rich sauces, etc.?
    b. Cut luxury foods.
        1. You can get used to eliminating rich desserts and replacing them with fresh fruits and light puddings, etc.
        2. Avoid "empty" calorie foods that are high in calories, low in nutrients.
    c. Eat a small amount before meals: this allows carbohydrates to enter the bloodstream and elevate blood glucose levels. As a result, appetite decreases.
    d. Eat slowly.
        1. Research shows that many overweight persons eat very quickly.
        2. Slow eating helps the appetite control center in the brain to function more effectively.
    e. Watch your cooking methods.
        1. Broil meat, rather than fry them.
        2. Use low calorie dressings.
        3. Avoid adding rich sauces and gravies.
    f. Don't forget alcohol.
        1. It has calories, too.
        2. Generally, each ounce of alcohol has the same number of calories as the proof--e.g., 80 proof bourbon would contain 80 calories per ounce, plus whatever you add to it as a mixer.
5. Assessing Fad Diets
    a. Is the diet nutritionally balanced?
        1. Check to see if it includes foods from all four food groups.
        2. Does it emphasize certain foods, yet exclude others?
    b. Is the diet aimed at modifying eating habits?
        1. Is it an eating pattern that you could use throughout life?
        2. Changing eating habits is the key to long term weight control.
    c. How quickly will weight be lost?
        1. Greater than three pounds per week will usually be water loss, not fat loss.

2. This weight will be regained as you consume more water again.

d. Can you include your favorite foods on the diet?

1. The diet should be flexible enough to include foods you like in small to moderate amounts.
2. This promotes longer compliance with the diet plan.

e. Does the diet pose any medical risks?

1. Check with your doctor before beginning any diet program.

6. Popular Diets

a. High Protein, Low Carbohydrate (Air Force Diet, Atkins Diet, Calories Don't Count, Drinking Man's Diet, Mayo Clinic Diet, Scarsdale 14-Day Diet, Stillman's Quick Weight Loss)

1. Limited amount of carbohydrates allowed.
2. Unlimited amounts of protein and fat are usually allowed.
3. No calorie counting required.
4. Rapid weight loss is mostly water; protein and fat hold less water in the body than do carbohydrates.
5. Potential problems:

a. Nutritionally unbalanced.

b. You could gain weight if you consume too many calories.

c. Possible fatigue, drop in blood pressure, constipation have been reported.

d. Excess protein stresses the kidneys and promotes bone loss.

b. Low Protein, High Carbohydrate (Banana and Skim Milk Diet, Rice Diet, Stillman's Quick Inches Off, Macrobiotic)

1. Protein usually restricted to 20 grams per day.
2. Only certain carbohydrates are allowed in limited amounts.
3. Monotonous: the food selection is limited.
4. Potential problems:

a. Nutritional imbalance

b. Muscle tissue may be broken down to make up for inadequate amount of protein in the diet.

c. Protein-Sparing (Linn's Last Chance Diet, Liquid or Powdered Protein, Meat or Fish Only)

1. Protein provides the sole source of calories.
2. These diets are very monotonous.
3. Rapid, initial weight loss is mostly water, not fat.
4. No solid food is allowed on a liquid protein diet.
5. Potential problems:

a. Nutritional imbalance.

b. Strict medical supervision required.

c. Life-threatening abnormal heart rhythms, headaches, sluggishness, bad breath.

d. Poor eating habits may return after the diet is stopped.

d. Behavioral-Attitude Approach (Overeaters Anonymous, Weight Watchers)

1. Changes self-defeating habits, thoughts, and attitudes.
2. Promotes long term weight loss and maintenance.

    3. Nutritionally balanced, flexible diets are promoted.
    4. The success depends on the individual's motivation.

7. Maintaining Weight
    a. This requires enjoyment of eating, but not "living to eat" attitude.
    b. Diet should be well-balanced in nutrients to prevent deficiencies.
    c. Diet should be adequate in calories to provide energy for daily activities.
    d. Diet should be varied and include enough favorite foods to avoid monotony.

In-Class Activities:

1. Have students bring in various diets to evaluate their nutritional adequacy.
2. Have a representative for Overeaters Anonymous or Weight Watchers come to class. They often have very interesting stories to tell about their approach to food before joining their group.

Self-Study:

1. Have students complete the Eating Habits Record at the end of the unit. This will help them identify how they use food in their life and the kinds of feelings and attitudes they associate with food.

Evaluation:

1. Short-answer and multiple choice test questions over the material covered in Suggested Content will test comprehension. With limited-English speaking students, matching questions are handled easier because the correct word is listed; they don't have to worry about spelling.
2. Grade Self-Study projects.
3. Students can also be given an open book test where you provide them with the caloric value of a variety of foods and they plan a day's menus with a certain caloric maximum.

Resources:

Pamphlets:

Weigh the Facts About Weight Control
State Health Department of New England
P.O. Box 10
Boston, Massachusetts 02112

Energy Equivalents of Foods and Activities
Santa Clara County Health Department
2220 Moorpark Avenue
San Jose, CA 95128
(408) 297-1636

Fad Diets
Cherryl Bell, R.D., M.S.
Corporate Nutritionist

Safeway Stores, Inc.
430 Jackson Street
Oakland, CA 95660

Video:

Calories: Enough Is Enough
(16 mm. 12 min. color)

Diet For All Reasons
(16 mm. 20 min. color)

Dieting: The Danger Point
(16 mm. 20 min. color)

For Tomorrow We Shall Diet
(16 mm. 24 min. color)

Snacks Count Too
(16 mm. 10 min. color)

Weighing the Choices: Positive Approach to Nutrition
(16 mm. 20 min. color)

Anorexia/Bulemia
(filmstrip/cassette; 12 min. color)

Anorexia Nervosa
(filmstrip/cassette; 12 min. color)

Shaping Up
(filmstrip/audiotape; 2 parts--
12 and 11 min. color)

The Nutrition Series: The Art of Balance/Controlling Weight
(filmstrip/audiotape)

Watch Your Weight
(filmstrip/audiotape; 12 min. color)

Available on a free loan basis to: educators, nutritionists, child care and food service personnel from:
Nutrition Resource Center
321 Wallace Avenue
Vallejo, CA 94950
(707) 557-1592

VOICE Bibliography:

Calories
The Calorie Game
Carbohydrates and Fats
Food For You

Leaders Guide For Action Groups To Be Used With How To
    Lose Weight The Action Way
Nutritive Value of Foods
Shaping Up
Spanish/English Cookbook
Valor Nutritivo De Los Alimentos (The Nutritive Value of Foods)

EATING HABITS RECORD

Your Name: ____________________________

For my ______th week of class, ____/____ to ____/____

Where do I eat my meals and snacks?

Meal = ■
Snack = ☒

Each time you eat a meal, completely darken-in a square. Each time you eat a snack, (Not including diet drinks, coffee, tea or water), put an "X" in a square. Be sure to put the mark in the row that indicates the location in which you ate the meal or snack. Also be sure to mark under the appropriate day of the week. Ideally, all meals and snacks should be eaten (and marked) at your "designated eating place." If you find yourself having to mark other places, these are targets for change and your goal should be to eat only in your designated eating place.

PLACE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Car							
Office desk							
Den - T.V. room							
Living Room							
Designated Eating Place							
Bedroom							
Kitchen (not at table)							
Other							
Other							

How fast do I eat? Each time you eat a meal or a snack, put a mark to indicate how long it took. Your aim should be to get main meals to last at least 20 minutes and snacks at least 10 minutes.

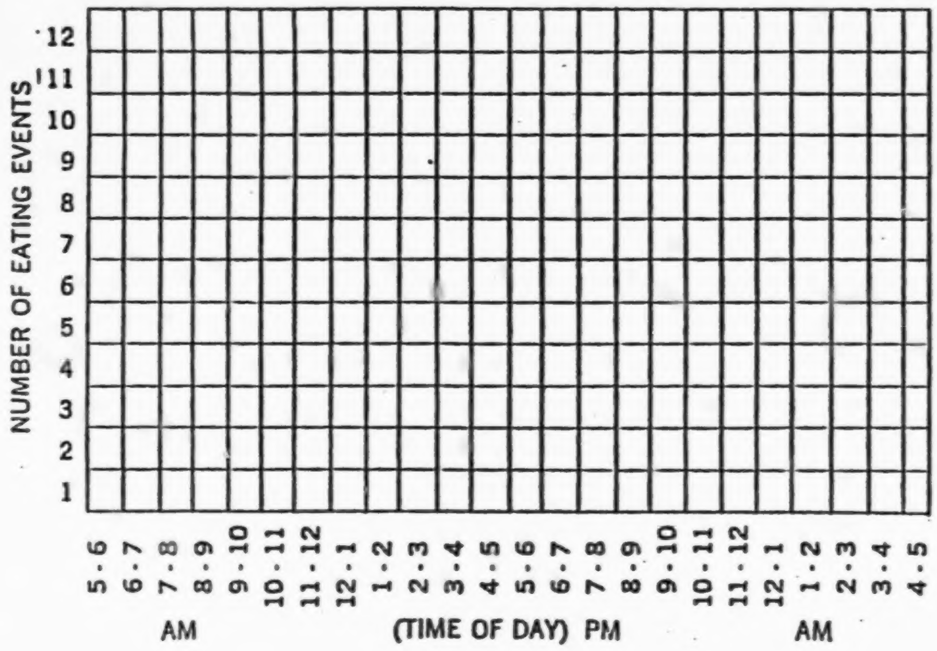
EATING DURATION	MEAL	SNACK
0 - 5 minutes . . .	______/	______
5 - 10 minutes . . .	______/	______
10 - 15 minutes . . .	______/	______
15 - 20 minutes . . .	______/	______
20 - 30 minutes . . .	______/	______
over 30 minutes . . .	______/	______

What else do I do while eating? Put a mark in the appropriate column to indicate what you were doing during a meal or a snack besides eating. Your goal is to get most of your marks by "None — only eating" or "Talking".

	MEAL	SNACK
None: only eating	______/	______
Talking	______/	______
Listening to music or radio	______/	______
Reading a book or paper	______/	______
Watching television	______/	______
Cooking - working in kitchen	______/	______
Working - studying	______/	______
Other	______/	______

EATING HABITS RECORD—Continued

What time of the day do I find myself eating? Darken-in the square above the appropriate time of day each time you eat a meal. (If your eating overlaps into another one-hour block, darken-in the square only in the one-hour column during which you started eating.) Put an "X" in the appropriate square each time you eat a snack. Do this for a week. Your goal is to get darkened-in squares for each meal time stacking up in the same column. If your darkened-in squares are spread out, this is a target for change. Look, too, at your "Xs". Do they cluster at particular times of the day? Are these your trouble times? If so, how can you plan to cope more effectively with these trouble times?



NOTE: Before you can change behavior, you must discover what the behavior pattern is! Use this form every day for at least one week to record various eating behaviors. If you have any questions, ask your lecturer. We believe that this is an important technique for achieving weight reduction, so why not give it a try!

How do I feel when I eat? If "good" means feeling happy, content, pleased, alert, and "bad" means feeling unhappy, bored, tense, or upset, put a mark in the appropriate blocks for meals and snacks. If you are finding yourself putting marks under "bad" and next to "snacks", maybe you are eating snacks in response to emotional situations. How can you plan to respond to these differently?

	Good Feelings	Bad Feelings
Meals		
Snacks		

Am I "really" hungry when I eat? Put a mark on the appropriate line to indicate just how hungry you really are at meals and snacks. If you find you are putting many marks at "O" for snacks, you may be responding to cues in the environment instead of your internal needs. This is a message to learn to manage those cues better.

	MEAL	SNACK
O - none	______ /	______
1 - some	______ /	______
2 - hungry	______ /	______
3 - extreme	______ /	______

ITEM NO: 05599-AV DATE ENTERED: 12-14-81

ALL ABOUT AMERICAN RICE

Color filmstrip with pamphlets "American Rice in the Diet," "A Rice Demonstration," "Facts About American Rice," and "All About American Rice." Provides information on basic nutrition and diet, purchasing and budget planning with rice, rice preparation and serving guides, recipes and meal planning with rice.

AUTHOR: Rice Council of America
DATE: 1972
LENGTH: Unknown
SOURCE: Rice Council of America

ITEM NO: 03929-AV DATE ENTERED: 3-30-81

BE A BETTER SHOPPER

Six hour multi-media program of supermarket shopping education contains 140 slides illustrating better shopping suggestions. Includes instructor's guide and other material with group activities which provide an opportunity to practice.

RELATED INFORMATION: Copy two does not contain slides.

AUTHOR: Heinz B. Biesdorf and others
DATE: 1977
PAGES: Various
SOURCE: Cornell University, Ithaca, NY

ITEM NO: 01969 DATE ENTERED: 11-12-81

THE BENEVOLENT BEAN

Collection of two hundred recipes for all types of bean dishes, including soybeans, peas, string beans, lima beans, sprouts, etc., also includes an account of the history, lore, and usefulness of the benevolent bean. Each recipe includes nutritional data for calories, protein, and fat content.

AUTHOR: Margaret and Ancel Keys
DATE: 1972
PAGES: 192
SOURCE: The Noonday Press, New York, NY

ITEM NO: 05602-AV DATE ENTERED: 12-14-81

BETTY CROCKER MEALTIME PLANNING

Filmstrip, script, and student booklets about mealtime planning. Discusses meal choices and their nutritional content, regional differences in meal planning daily nutritional needs, and attractive food presentation. Recipe and meal planning booklets included.

AUTHOR: Betty Crocker Kitchens
DATE: Unknown
LENGTH: Unknown
SOURCE: General Mills

ITEM NO: 03824 DATE ENTERED: 8-17-82

CALORIES

Learning activity package deals with calories; defines calories, explains sources of food energy measured in calories, and describes factors which determine calorie need. Includes teacher's guide.

AUTHOR: Jacquelyn Troutman and Jean Schultheiss
DATE: 1979
PAGES: Various
SOURCE: Unigraph, Seattle, WA

ITEM NO: 05987-av DATE ENTERED: 7-26-82

THE CALORIE GAME

Game is designed to teach some principles of nutrition through participation and class interaction. Teaches the interdependence of calories, exercise, nutrition and food intake.

AUTHOR: Hazel Taylor Spitze
DATE: 1972
SOURCE: Graphics Company, Urbana, IL

ITEM NO: 03823 DATE ENTERED: 8-17-82

CARBOHYDRATES AND FATS

Learning activity package explains the important functions which carbohydrates and fats perform in the human body. Special emphasis is given to selecting good sources of these nutrients. Students will also learn the relationship between food intake and weight control. Includes teacher's guide.

AUTHOR: Jacquelyn Troutman and Jean Schultheiss
DATE: 1979
PAGES: Various
SOURCE: Unigraph, Seattle, WA

ITEM NO: 02342 DATE ENTERED: 10-8-81

THE CHANGING AMERICAN DIET

Book offers an account of what Americans are eating now as compared to the early 1900's. Contains listings of 20 food and 12 nutrient categories and looks at the changes in consumption patterns with graphs and statistics. Includes quiz and a section on fast food facts.

AUTHOR: Letitia Brewster and Michael F. Jacobson
DATE: 1978
PAGES: 80
SOURCE: Center for Science in the Public Interest, Washington, DC

ITEM NO: 06461 DATE ENTERED: 4-20-83

COMPARISON CARDS: GUIDE FOR TEACHERS AND OTHER LEADERS

Document contains bar charts illustrating the nutrients found in 56 foods; activities for using the charts; information on the nutrition labeling system; and references to resources for further information.

AUTHOR: National Dairy Council
DATE: 1974
PAGES: 16
SOURCE: National Dairy Council, Chicago, IL

ITEM NO: 07589 DATE ENTERED: 7-26-84

THE COOK'S PROBLEM SOLVER

Book discusses basic cooking methods and food preparation technqies for conventional cooking as well as for convection microwave oven cooking. Also lists over 500 common cooking problems for basic foods, in alphabetical order, and how to solve them.

AUTHOR: Helen Kowtaluk
DATE: 1983
PAGES: 293
SOURCE: Bennett Publishing Company, Peoria, IL

ITEM NO: 01133 DATE ENTERED: 9-30-81

CREATIVE LIVING: BASIC CONCEPTS IN HOME ECONOMICS

Student textbook covers a variety of topics in Home Economics. Emphasizes using self expression in making decisions about food, clothing, shelter, family, friends, and oneself.

Appendix includes Recommended Dietary Allowance Table, Table of Food Values, Clothing Size Chart, and Stain Removal Chart. Chapters conclude with questions and activities on the reading material. Illustrated.

Major topics include:

- Personal and Family Relationships
- Consumer and Home Management
- Food and Nutrition
- Clothing and Textiles

AUTHOR: Josephine A. Foster and others
DATE: 1979
PAGES: 504
SOURCE: Butterick Publishing Company

ITEM NO: 00300 DATE ENTERED: 10-1-80

DISCOVERING NUTRITION: STUDENT GUIDE

Assists students to study the basics of nutrition presented in the textbook. Helps to review nutrition facts learned and to apply them in everyday life.

Activities in the guide vary; they include:

- True and false questions
- Fill-in and matching exercises
- Puzzles
- Surveys and interviews
- Writing assignments

RELATED INFORMATION: Includes Textbook #00299

AUTHOR: Helen Kowtaluk
DATE: 1980
PAGES: 110
SOURCE: Charles A. Bennett Co., Inc., Peoria, IL

ITEM NO: 05481 DATE ENTERED: 11-10-81

DISCOVERING A PATTERN FOR A BALANCED DIET: A PUZZLE SELF-TEACHING KIT

A home economics learning package designed to help students learn to evaluate dietary adequacy. Package consists of a jigsaw-like puzzle which can be used in four different ways.

AUTHOR: Hazel Spitze
DATE: Unknown
PAGES: 7
SOURCE: University of Illinois, Division of Home Economics
Education, Urbana-Champaign, IL

ITEM NO: 05891-AV DATE ENTERED: 7-22-82

EAT YOUR WAY - WITH COLOR

Slides and cassette tape discuss nutrition and menu planning. Focus of the instruction is on color as an indication of nutritional content, flavor and cultural preference.

RELATED INFORMATION: Includes a cassette tape in Spanish.

AUTHOR:	Cosumnes River College
DATE:	1972
LENGTH:	15 Minutes
SOURCE:	Cosumnes River College, Consumer Education Media Services

ITEM NO: 06662-AV DATE ENTERED: 5-24-83

EXPLORING THE MARKETPLACE: NUTRITION ON THE RUN - SNACKS AND FAST FOODS

Multimedia program is designed to bridge the gap between abstract nutrition concepts and the actual eating practices of teenagers. Based on Consumers Union tests of 11 fast food chains' foods, the program also draws from surveys of high school students' eating habits, which reveal attitude and behavior patterns among teens. Encourages students to examine their own eating habits.

Set consists of three filmstrips, tape cassettes, 30 student activity guides and a teacher's guide.

AUTHOR:	Consumers Union Educational Services
DATE:	1980
LENGTH:	45 Minutes
SOURCE:	Consumers Union Educational Services, Orangeburg, NY

ITEM NO: 01928 DATE ENTERED: 10-8-81

FIELD GUIDE TO EDIBLE WILD PLANTS

A quick, all-in-color identifier of more than 100 edible wild foods growing free in the United States and Canada. Very timely self-help book in using our natural food resources. Foods are listed alphabetically. Each listing includes:

Family
Other Names
Description
Distribution
Edibility

AUTHOR:	Bradford Angier
DATE:	1974
PAGES:	256
SOURCE:	Stackpole Books, Harrisburg, PA

ITEM NO: 05624-AV DATE ENTERED: 12-15-81

FISHERY PRODUCTS

An audiovisual package designed for the general public on fishery products. Discusses standards of quality and government inspection, how to buy fish products, and the nutritive values of fish. Contains three filmstrips and corresponding cassette tapes.

AUTHOR:	U.S. Department of Commerce
DATE:	Unknown
LENGTH:	30 Minutes
SOURCE:	U.S. Department of Labor, Washington, DC

ITEM NO: 04051-AV DATE ENTERED: 3-24-81

FOOD BECOMES YOU - NUTRITION AND THE HUMAN BODY

Series presents a physiological view of food and nutrition. Three filmstrips and cassette narration show how:

Nutrients are released by digested food and transported to the cells; amino acids are recombined for growth and repair of cells; and nutrients provide energy for body cells.

Teacher's guides contain discussion questions, games and transparency masters.

AUTHOR:	Tupperware Home Parties
DATE:	1979
PAGES:	Various
SOURCE:	Tupperware Home Parties, Orlando, FL

ITEM NO: 04324-AV DATE ENTERED: 7-3-81

FOOD AND NUTRITION: CHILD DEVELOPMENT AND CHILD HEALTH

Set of filmstrips, tape cassettes, and script booklets discussing the nutritional needs of the young child, and how certain inadequacies in diet can lead to a variety of ailments. Examines proper diet during pregnancy and its affects on almost all aspects of the unborn's development and later growth.

Covers the following:

The Foundation of Health
The Balanced Diet
Judging for Yourself
Good Nutrition Before Birth
Nutrition: Good and Bad

AUTHOR:	Parents' Magazine
DATE:	1975
SOURCE:	Parents' Magazine

ITEM NO: 01968 DATE ENTERED: 11-12-81

THE FOOD CO-OP HANDBOOK: HOW TO BYPASS SUPERMARKETS TO CONTROL THE QUALITY AND PRICE OF YOUR FOOD

Handbook gives guidance to individuals and families starting and operating a food co-op. Includes organizing, decision-making, participation, communication, sources for food, finances, legalities, and federation and warehousing facts. Tables and diagrams illustrate procedures; appendices list regional co-op contacts, organic farming groups across the U.S., and a directory for food co-ops around the country. Bibliography.

AUTHOR: The Co-op Handbook Collective
DATE: 1975
PAGES: 373
SOURCE: Houghton Mifflin Company, Boston, MA

ITEM NO: 07803 DATE ENTERED: 9-20-84

FOOD FIGHT: A REPORT ON TEENAGERS' EATING HABITS AND NUTRITIONAL STATUS

Book examines the eating habits and nutritional inadequacies of the average teenager. Focuses on economic, societal, parental and peer pressures which affect teen dietary patterns and the overwhelming obsession among teens to lose or to gain weight. Explores the phenomena of casual snacking, binge eating and "pigging out" in groups. Information about nutrition-related health problems such as acne, cavities and smoking and the special nutritional needs of pregnant teens is also provided.

AUTHOR: Laurie Olsen
DATE: 1984
PAGES: 72
SOURCE: Citizens Policy Center, Oakland, CA

ITEM NO: 04054-AV DATE ENTERED: 3-25-81

FOOD FOR LIFE: - THE BASIC FOUR

Multi-media kit contains four filmstrips, cassettes and teachers guides which focus on principles of food and nutrition. Divided into four modules covering the basic food groups: milk, breads and cereals, vegetables and fruit. The materials explain the concepts of foods value, selection and purchase of food and proper food handling. Also offers decision making exercises, a 143 page book of picnics, parties and snacks from around the world and transparency masters.

AUTHOR: Tupperware Home Parties
DATE: 1979
PAGES: Various
SOURCE: Tupperware Home Parties, Orlando, FL

ITEM NO: 00284 DATE ENTERED: 11-20-81

FOOD AND YOU

Student textbook and workbook teach skills for independent living in the area of food and nutrition. Addresses the problems responsibilities and tasks of eating and preparing meals for a one person household. Suggested for students in their late teen years. Illustrated.

Includes:

- Social and psychological factors that affect food choice
- Shopping within a budget
- Recipes for one
- Methods in food preparation
- Entertaining guests

RELATED INFORMATION: Part of a series: INDEPENDENT LIVING: #00279 - #00284 and #00291

AUTHOR: Craig M. Pearson
DATE: 1978
PAGES: 205
SOURCE: Gregg/McGraw Hill Book Company, San Francisco, CA

ITEM NO: 02573 DATE ENTERED: 10-6-80

FOOD FOR YOU

Manual helps students improve their eating habits and recognize the effect diet has on height, weight, complexion, energy level, nerves and state of mind. Each chapter includes discussion material and study questions. Appendix contains tables for "Weight and Height of Boys and Girls from Five to Eighteen Years of Age" and "Nutritive Values of the Edible Part of Food."

Topics include:

- Food planning
- Weight control
- Regional differences in food patterns
- Breakfast and snacks
- Vitamins, minerals, carbohydrates, fats, and proteins

Manual is accompanied by a teacher's guide which contains teaching suggestions and tests for each chapter in the student manual.

AUTHOR: Margaret McWilliams and Linda Davis
DATE: 1977
PAGES: Various
SOURCE: Ginn and Company, Lexington, MA

ITEM NO: 04053-AV DATE ENTERED: 3-24-81

FOOD TO GROW ON - NUTRITION FROM NEWBORN THROUGH TEENS

Materials explore child nutrition and consider the emotional and cultural factors that influence food choice. Three filmstrips, tape cassettes and teachers guides are divided into stages of human development: conception to age one, one to twelve, and adolescence. Materials focus on individual.

Teachers guide contains discussion questions, techniques for presenting the material, a resource list for further information and transparency masters.

AUTHOR: Tupperware Home Parties
DATE: 1979
PAGES: Various
SOURCE: Tupperware Home Parties, Orlando, FL

ITEM NO: 04052-AV DATE ENTERED: 3-24-81

FOOD TO LIVE ON - NUTRITION FROM THE TWENTIES THROUGH THE NINETIES

Program looks at the changes in eating and acitivity patterns for people as they get older. Three tape cassettes, filmstrips and teacher guides divide adulthood into: The Independent Twenties, The Changing Forties, and the Maturing Years.

Contains information on the nutrition available in commonly consumed foods, some problems with this consumption (overconsumption) and some healthy alternatives. Teachers guide contains discussion questions and transparency masters.

AUTHOR: Tupperware Home Parties
DATE: 1979
PAGES: Various
SOURCE: Tupperware Home Parties, Orlando, FL

ITEM NO: 03224 DATE ENTERED: 2-24-81

FOOD: WHERE NUTRITION POLITICS AND CULTURE MEET

Teacher activities guide designed to provide a comprehensive and contemporary view of food and nutrition by integrating political, anthropological, social, psychological, biological and economical aspects of food. Emphasizes thinking and problem solving, communication, self-sufficiency, valuing, community involvement and social action skills. Includes texts, charts, worksheets, active learning situations, and wide-ranging references.

AUTHOR: Deborah Katz and Mary T. Goodwin
DATE: 1976
PAGES: 214
SOURCE: Center for Science in the Public Interest
Washington, DC

ITEM NO: 05598-AV DATE ENTERED: 12-14-81

FREEZING - WHAT IT'S ALL ABOUT

Filmstrip, recipe booklet and script show how to freeze foods for convenience and economy. Presents proper and efficient freezing techniques and foods to consider for freezing. Provides freezer-life time chart for foods, and recipes for foods to be frozen and cooked later.

ITEM NO: 02035 DATE ENTERED: 2-16-82

FRUITS

Learning activity package provides instruction in the purchasing of fresh fruits and some worksheets on the signs of quality in fruit and the preparation of fruit for consumption.

AUTHOR: Marcus
DATE: Unknown
PAGES: 15
SOURCE: Patrick Henry High School

ITEM NO: 06957 DATE ENTERED: 11-21-83

A GUIDE FOR FOOD AND NUTRITION IN LATER YEARS

Guide covers nutritional needs in later years, weight control, shopping tips, protein foods, special nutrition problems, vitamin/mineral supplements, health foods, eating alone, resources and includes foldout nutrition chart.

AUTHOR: Society for Nutrition Education
DATE: 1980
PAGES: 16
SOURCE: Society for Nutrition Education, Berkeley, CA

ITEM NO: 00085 DATE ENTERED: 10-6-80

A GUIDE FOR TEACHING FOOD USE AND NUTRITION EDUCATION

Curriculum guide suggesting concepts in 1) physical, social, cultural, and psychological aspects of food, 2) consumer aspects of food, and 3) food preparation and management. Major competencies are identified and organized by basic and advanced skills. Objectives, suggested content, learning opportunities, and evaluation suggestions are included for each competency. Resource list and supplemental materials assist teacher in planning and organizing programs.

AUTHOR: University of Northern Iowa
DATE: 1978
PAGES: 356
SOURCE: University of Northern Iowa, Department of Home Economics, Cedar Falls

ITEM NO: 04184 DATE ENTERED: 10-13-81

GUIDE TO NUTRITION

Student textbook introducing facts about food and nutrition. Covers the importance of nutrition, nutritional needs, nutrition in the life cycle, planning meals, safeguarding the family's health and career opportunities in nutrition. includes objectives, goal setting, student activities, key terms, and review questions. Full color illustrations.

RELATED INFORMATION: Instructor's guide and answer key
AUTHOR: Velda L. Largen
DATE: 1981
PAGES: 144
SOURCE: The Goodheart-Wilcox, Inc., South Holland, IL

ITEM NO: 05774 DATE ENTERED: 12-20-82

HELP YOURSELF: CHOICES IN FOODS AND NUTRITION

Basic high school textbook on nutrition. Colorfully illustrated with information covering nutrition, meal planning, choosing a proper diet, kitchen and food safety, creative cooking, picnics, glossary, and U.S. RDA tables and charts. Includes information on vegetarian diets, food for older people, sick people, multi-ethnic foods, and vitamins.

AUTHOR: Norge W. Jerome and others
DATE: 1981
PAGES: 547
SOURCE: Butterick Publishing, New York, NY

ITEM NO: 03957-AV DATE ENTERED: 12-11-81

HOW TO BUY BEEF

Filmstrip and guide to quality and uniform standards set by the United States Department of Agriculture for beef. Explains how USDA grade is related to cooking and buying beef. Provides identification to retail cuts of beef and suggested usage and cooking times.

AUTHOR: Consumer and Marketing Service, U.S. Department of Agriculture
DATE: 1970
PAGES: Various
SOURCE: U.S. Department of Agriculture

ITEM NO: 04023 DATE ENTERED: 10-19-81

HOW TO SUCCEED IN THE MARKETPLACE WITHOUT GOING BANANAS

Booklet contains resources, self-tests, attitude surveys, information sheets, games and other material related to consumer education in the area of nutrition. Considers food additives, processes and advertising as it relates to U.S. dietary goals.

AUTHOR: Barbara Erickson and others
DATE: 1981
PAGES: 61
SOURCE: Barbara Erickson and Associates, Sacramento, CA

ITEM NO: 06953 DATE ENTERED: 8-9-83

INDEX OF FREE AND INEXPENSIVE FOOD AND NUTRITION INFORMATION MATERIALS

Publication is an annotated index of approximately 2,000 free and inexpensive pamphlets and brochures relating to food and nutrition. A majority of materials listed were produced in either Canada or the United States and come from many sources including governments, professional and trade associations, marketing boards, and industry. The index is divided into 4 major sections: Resource Section, Subject Index, Title Index, and Source Index.

AUTHOR: Nutritional Information Service
DATE: 1981
PAGES: 269
SOURCE: Library Publications Office, Ryerson Polytechnical Institute, Toronto, Canada

ITEM NO: 06978 DATE ENTERED: 10-26-83

INFANT FEEDING: AN ANNOTATED BIBLIOGRAPHY

This annotated bibliography includes sections on: Breast Feeding, Infant Formula, Comparison of Breast and Bottle Feeding Methods, Solid Foods, Infant Formula Use in Developing Countries, Preterm and Low Birthweight Infants, Clinical Concerns in Infant Feeding, Recipes, and Audiovisual materials.

AUTHOR: Christine Marie Crowhurst and Bonnie Lee Kumer
DATE: 1982
PAGES: 154
SOURCE: Nutrition Information Service, Ryerson Polytechnical Institute, Toronto, Ontario, Canada

ITEM NO: 03813-AV DATE ENTERED: 3-9-81

THE INSTANT, SUGAR COATED, FAST FOOD NUTRITION KIT

Multi-media kit designed to supplement teaching about certain dietary imbalances in this country. Focuses on snacks, "junk food", and empty calories. helps students understand the problems of too much fat, salt, and sugar in the diet.

Contains two sound filmstrips with cassette narration, a silent filmstrip titled "Nutri-Test", spirit masters titled "Personal Diet Evaluation" and "Summary of Recommendations of Select Senate Committee on Nutrition", six copies of a 32-page booklet titled "Nutritional Value of Foods", a copy of "Brand Name Nutrition Counter", and a teaching guide.

AUTHOR: Jeffrey Schrank
DATE: 1978
PAGES: Various
SOURCE: The Learning Seed, Palatine, IL

ITEM NO: 02966 DATE ENTERED: 6-9-81

LEADERS GUIDE FOR ACTION GROUPS TO BE USED WITH HOW TO LOSE WEIGHT THE ACTION WAY

Guide that provides a step-by-step plan to lose weight by forming an action group that enforces positive living through exercise and nutritious but minimal food intake. De-emphasizes food and stresses through behavior modification techniques an active, positive lifestyle.

AUTHOR: Francie M. Berg
DATE: 1980
PAGES: 48
SOURCE: Flying Diamond Books, Hettinger, ND

ITEM NO: 04317-AV DATE ENTERED: 6-5-81

LEARNING TREE FILMSTRIPS: GOOD NUTRITION: THE FOOD PLATFORM

Four filmstrips and tape cassettes providing students with an understanding of the importance of a proper diet. Summarizes the ways nutrition effects our health, discusses the roles of the various nutrients, and displays a basic program by which students can achieve a balanced diet. Strips are in the form of TV coverage of a "body cells convention" and parallels the procedures of a political convention.

AUTHOR: Learning Tree Filmstrips
DATE: 1977
SOURCE: Learning Tree Filmstrips

ITEM NO: 05889-AV DATE ENTERED: 7-27-82

LET'S GET ORGANIZED

Audio-visual kit provides instruction on food shopping and storage techniques. Points out the time, money and nutrient saving aspects of advanced menu planning, organized shopping, cooking and storage. Contains filmstrip, student reference sheets and teacher's guide.

RELATED INFORMATION: Material emphasizes the use of Tupperware.

AUTHOR: Tupperware
DATE: 1972
PAGES: Various
SOURCE: Tupperware Educational Services Program

ITEM NO: 05445-AV DATE ENTERED: 11-9-81

LOTS' A LABELS

An audiovisual package designed to familiarize the user with product labels which will help the consumer choose products wisely. Also provides nutrition information and describes how to get a balanced diet by using label nutrition information. Information is presented on slides and cassette tape.

AUTHOR: Cosumnes River College
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: Cosumnes River College, Consumer Education Media

ITEM NO: 04008 DATE ENTERED: 5-23-83

MATCHE: (MANAGEMENT APPROACH TO TEACHING CONSUMER AND HOMEMAKING EDUCATION): FOODS AND NUTRITION

This MATCHE series is comprised of eleven modules for home economics education teacher training in the area of Foods and Nutrition.

Modules contain performance objectives, pre-tests, post-tests, suggested activities, resources, and progress checks. Modules emphasize the Consumer Approach Strand, the Economically Depressed Area Strand, and the Occupational Strand of the MATCHE curriculum. Module titles include:

Technological, Sociological, Ecological and Environmental Factors Related to Food
Consumer Aspects in Planning Meals
Cultural Food Patterns
Occupational Opportunities Related to Foods and Nutrition
Operations and Activities of a Food Service

Operation
Managing a Food Service Operation
Food Availability in Economically Depressed Areas
Low Income Food Patterns
Meal Management on a Low Income

RELATED INFORMATION: Other items in the MATCHE series include: #04649 and #04004 through #04011.

AUTHOR: California State Department of Education and California State University, Fresno
DATE: 1978
PAGES: Various
SOURCE: California State Department of Education, Sacramento, CA

ITEM NO: 02481 DATE ENTERED: 12-19-83

NEW HORIZONS IN NUTRITION

Packet contains a page of teaching suggestions which can easily be detached before the rest of the booklet is given to a student. The materials for students include a pre-test, a selection which provides the students with factual information and examples of how this information can be utilized in everyday life, and a post test.

Covers: How Stress Affects Food Habits, Obesity, and Anorexia Nervosa

AUTHOR: Justine Arnold and others
DATE: 1980
PAGES: 8
SOURCE: Luzerne Intermediate Unit 18, Kingston, PA

ITEM NO: 02171-AV DATE ENTERED: 2-10-82

NONFAT DRY MILK IN FAMILY MEALS

Filmstrip, script and brochure produced by the U.S. Department of Agriculture to be used in the Food Distribution Programs. Describes how non-fat dry milk can be used by the family as a beverage and in cooking.

AUTHOR: Consumer Marketing Services
DATE: Unknown
PAGES: Various
SOURCE: U.S. Department of Agriculture, Consumer Marketing Services

ITEM NO: 06977 DATE ENTERED: 8-9-83

NUTRITION AND AGING: A SELECTED BIBLIOGRAPHY

In their introduction, the authors point out that because of the growing elderly population in Canada and the high rate and cost of institutionalized persons (8.4% of the elderly), attention is turning toward preventive measures including better nutrition.

The purpose of the bibliography is to provide those working in or interested in gerontology with a major listing of the current literature on nutritional and biological-related aspects of aging.

Over 750 entries are divided into sections on: the biology of aging, the nutritional implications of aging, nutrition education programs for the elderly, meal planning and food preparation. Prefaces of each section provide information and a framework for materials collected. The bibliography includes listings of journals, journal articles, books, pamphlets, bibliographies, and assocations relating to nutrition and aging. Materials other than journal articles are annotated.

AUTHOR: Barbara Elaine St. Clair and Sandra Ann Wong

DATE: 1982
PAGES: 128
SOURCE: Nutrition Information Service, Ryerson Polytechnical Institute Library, Toronto, Canada

ITEM NO: 01981 DATE ENTERED: 11-2-81

NUTRITION, BEHAVIOR AND CHANGE

Text presents universal, cultural, individual and economically influenced nutritional patterns, and how they compare and contrast to American eating trends. Overeating, poverty diets and malnutrition, food and emotional well-being, and determinants of food choice are all discussed. Chapter summaries an references are provided, along with techniques of educating the uninformed about correct nutritional practices. Designed for nutrition students at the secondary or post-secondary level.

AUTHOR: William H. Marshall
DATE: 1972

ITEM NO: 00302 DATE ENTERED: 1-31-81

NUTRITION: THE CHALLENGE OF BEING WELL NOURISHED

Introduction to applied nutrition emphasizing the practical everyday application of principles to food choices. Appendices contain Nutritive Value of Foods Table, Recommended Dietary Allowances Chart, and Reliable Nutrition Information Sources.

Topics discussed include:

Basic chemical and physiological concepts
Under-and Over-Nutrition
Nutrition throughout life cycle
Analyzing controversial issues

AUTHOR: Dorothy A Wenck and others
DATE: 1980
PAGES: 598
SOURCE: Reston Publishing Company, Inc., Reston, VA

ITEM NO: 06952 DATE ENTERED: 8-30-83

NUTRITION EDUCATION RESOURCE SERIES

Number of booklets from the Nutrition Education Resource Series, published by the Society for Nutrition Education, referencing 9 different topics: elementary teaching materials and teacher references; pregnancy and nutrition; secondary nutrition education materials and references; aging and nutrition; weight control and obesity; vegetarians and vegetarian diets; audiovisuals for nutrition education; infant nutrition and feeding; and fitness and nutrition.

Most of the references are annotated and cover audiovisuals, classroom aids, books, pamphlets, newsletters, and journal articles.

AUTHOR: Society for Nutrition Education
DATE: 1982
PAGES: Various
SOURCE: Society for Nutrition Education, Oakland, CA

ITEM NO: 02559 DATE ENTERED: 2-19-82

NUTRITION AND FOODS: GUIDELINES FOR HOME ECONOMICS IN ALASKA 1973

Curriculum guide for high school home economics course on nutrition and foods. Emphasis is on understanding the environment in Alaska and how to use and prepare native foods. Includes general classroom activities, suggestions for food experiments, meal planning guides, and bibliography.

AUTHOR: Helen Giles and others
DATE: 1973
PAGES: Various
SOURCE: Alaska Department of Education, Juneau, Alaska

ITEM NO: 01984 DATE ENTERED: 2-19-82

NUTRITION LABELING

Handbook designed to help people use the nutrition information on food labels to check and improve their diets. Explains label information requirements, daily nutritional needs, and food values. Includes tables and charts of USDA recommended daily allowances.

AUTHOR: Betty Peterkin and others
DATE: 1975
PAGES: 57
SOURCE: U.S. Department of Agriculture, Washington, DC

ITEM NO: 02510 DATE ENTERED: 10-8-81

NUTRITION LABELING: HOW IT CAN WORK FOR YOU

Booklet to help purchasers of food understand and use nutrition labeling to improve their nutritional well-being. Analyzes calories, proteins, carbohydrates, fats and cholesterol, sodium, RDA and vitamins and minerals.

AUTHOR: Ronald M. Deutsch
DATE: 1975
PAGES: 134
SOURCE: National Nutrition Consortium, Washington, DC

ITEM NO: 04998 DATE ENTERED: 10-19-81

NUTRITIVE VALUE OF FOODS

Reference manual outlines nutritional components of foods in all five food groups. Offers: nutritive values of the edible parts of foods, volume and weight equivalents, recommended daily allowances, yield of cooked meat per pound of raw meat as purchased and food sources of additional nutrients.

AUTHOR: Catherine F. Adams and Martha Richardson
DATE: 1981
PAGES: 33
SOURCE: U.S. Department of Agriculture, Washington, DC

ITEM NO: 05844 DATE ENTERED: 2-2-82

PIZZAZZ: IDEAS FOR NUTRITION EDUCATION

Booklet contains ideas and resources used by consumer and homemaking education teachers to create a stimulating learning environment for nutrition education. Includes classroom suggestions, and a model high school pilot program in nutrition education.

AUTHOR: Indiana State Department of Public Instruction
DATE: 1981
PAGES: 125
SOURCE: Indiana State Board of Vocational and Technical Education

ITEM NO: 02256-AV DATE ENTERED: 10-16-81

READ THE LABEL - SET A BETTER TABLE

Dick Van Dyke narrates an explanation of the federal government's nutrition labeling program.

Explains using nutrition labels for balanced meal planning, comparison shopping, calorie counting, and cost per serving estimation. Animated characters in musical numbers portray nutrients. Includes references.

AUTHOR: National Audiovisual Center
DATE: Unknown
LENGTH: 14 Minutes
SOURCE: National Audiovisual Center, Washington, DC

ITEM NO: 03504 DATE ENTERED: 10-2-81

RESPONSIBILITIES OF BOTH MALE AND FEMALE IN THE HOME AS RELATED TO FOOD USE AND NUTRITION AND RESOURCE MANAGEMENT

Supplemental material for home economics class looks at male/female responsibilities in the home. Sections provide instruction, resources and activities in the following areas:

Youth as Consumers
Resources as Determinants of Consumer Behavior
Consumer in the Marketplace
Money Management

Some activities consist of discussing situational problems and possible solutions. Includes some practice in family conflict reslution.

AUTHOR: Indiana State University
DATE: 1978
PAGES: Various
SOURCE: Indiana State Department of Education, Indianapolis, IN

ITEM NO: 02557 DATE ENTERED: 9-24-81

SEAFOOD PRODUCTS: AN INSTRUCTIONAL GUIDE FOR HOME ECONOMICS

Curriculum guide to assist home economics students to become familiar with seafood and assess its economical and nutritional protein value in the diet. Teaches how to prepare seafood using several appliances, a variety of cooking techniques and a number of different preparation methods.

AUTHOR: Anita H. Webb and others
DATE: 1979
PAGES: Various
SOURCE: Virginia Polytechnic Institute and State University,
Blackburg, Virginia

ITEM NO: 054[illegible]8-AV DATE ENTERED: 12-14-81

SELECTION OF RETAIL BEEF CUTS

Filmstrip and guide to acquaint the student with retail beef cuts and to associate each cut with the proper cooking methods for maximum flavor and quality. Explains butcher's terms, cooking terms, and quality standards of cuts.

AUTHOR: California Beef Council
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: California Beef Council

ITEM NO: 03808-AV DATE ENTERED: 2-27-81

SHAPING UP

Two part filmstrip series for junior high through adult level students, takes an individualized look at the relationships of exercise and diet to weight control. Answers many questions and seeks to clear up some controversies in these areas. Brief teacher's guide provides nine learning objectives and references.

AUTHOR: Patricia Wilhite
DATE: 1980
SOURCE: The Polished Apple, Malibu, CA

ITEM NO: 05751 DATE ENTERED: 1-4-82

SHOPPING FOR PROTEIN

A two part learning package discussing protein and foods containing protein. Part one attempts to help the student differentiate between good and very good sources of protein, recognize foods high in calories, and become aware of the cost of protein rich foods.

In part two the student learns how to analyze diets for nutritional content and how to develop a nutritious food plan.

AUTHOR: Carolyn J. Wax
DATE: Unknown
PAGES: 23
SOURCE: Division of Home Economics Education, University of Illinois at Urban-Champaign, IL

ITEM NO: 05439-AV DATE ENTERED: 12-14-81

SHOPPING WITH MARTIN - FOR THE BREAD AND CEREAL GROUP

A slide show illustrating economical ways to purchase bread and cereal items. Emphasizes comparing brands and buying nutritious bread and cereal products. Contains 23 slides and accompanying script.

AUTHOR: U.S. Department of Agriculture
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: Visual Aids Agricultural Extension, Richmond, CA

ITEM NO: 05440-AV DATE ENTERED: 12-14-81

SHOPPING WITH MARTIN

An audiovisual package illustrating economical methods of buying and using milk products. Contains 30 slides and accompanying script.

AUTHOR: U.S. Food and Drug Administration
DATE: Unknown
LENGTH: 15 Minutes
SOURCE: U.S. Food and Drug Administration

ITEM NO: 05705 DATE ENTERED: 12-17-81

THE SODIUM CONTENT OF YOUR FOOD

Booklet provides tables showing sodium content of common foods and the hidden sodium content in other foods, drugs, water, and beverages. Discusses sodium in relation to high blood pressure and general health.

AUTHOR: Anne C. Marsh and others
DATE: 1980
PAGES: 35
SOURCE: United States Department of Agriculture, Science and
Education Administration

ITEM NO: 04177-AV DATE ENTERED: 5-22-81

SOY PROTEIN: YOU'LL BE SURPRISED

Learning package provides junior high level classes with an introduction to vegetable protein, specifically soy protein, and the economic, ecologic and nutritional features it has. Includes a 14 minute filmstrip, tape cassette, instructor's guide and spirit masters. Also includes pre and post-tests and crossword puzzle.

AUTHOR: Food Protein Council
DATE: 1981
PAGES: Various
SOURCE: Food Protein Council, Washington, DC

ITEM NO: 01963 DATE ENTERED: 11-12-81

SPANISH/ENGLISH COOKBOOK

Resource file of handouts provides nutritional information and a wide range of recipes in both Spanish and English. Resource topics include:

Suggestions for patients on a low salt diet or calorie restricted diet.
Tables showing calcium needed in pregnancy.
Spanish/English Vocabulary list of cooking terms.
Recipes for food from many cultures.
Iron need for women and girls.
Tables of equivalent measurements.

RELATED INFORMATION: This document written in Spanish.

AUTHOR: Unknown
DATE: None
PAGES: Various
SOURCE: Various sources - no specific source given.

ITEM NO: 06037-AV DATE ENTERED: 1-19-83

STARTING OUT HEALTHY - MATERNAL AND INFANT NUTRITION

Audiovisual set explains the importance of nutrition for pregnant and lactating mothers and presents guidelines that these women may follow to satisfy their unique needs during this stage of their lives. Set contains a sound filmstrip, a wall chart that summarizes daily nutritional needs, a teacher's guide which explains the entire program, and study sheet masters.

AUTHOR: Lois Morgan
DATE: 1980
LENGTH: 15 Minutes
SOURCE: Butterick Publishing, New York

ITEM NO: 03831 DATE ENTERED: 2-25-81

TEACHING HOME ECONOMICS TO THE HANDICAPPED STUDENT

Guide provides educators with suggested curriculum, teaching objectives and techniques. Looks at areas of:

Clothing
Personal Care
Foods and Nutrition
Consumer Studies
Child Development

Includes a bibliography of books, pamphlets, films and community services. Learning activities are segmented into areas for the mentally, visually, orthopedically, auditorily and emotionally handicapped.

AUTHOR: Montclair State College
DATE: 1980
PAGES: 131
SOURCE: New Jersey State Department of Education

ITEM NO: 06956 DATE ENTERED: 11-21-83

TECHNIQUES FOR MEETING NUTRITION EDUCATION NEEDS

This booklet contains sections on nutrition education in the United States; nutritional needs of Preschool and Elementary students, adolescents, adults, athletes, and persons with special nutritional and educational needs. Each section contains "Learning Experiences" (goals) with suggestions for accomplishment. A section on additional resources is included for persons wanting more information.

AUTHOR: Wendy L. Way and Susan A. Nitzke
DATE: 1981
PAGES: 27
SOURCE: Home Economics Education Association, Washington, DC

ITEM NO: 05597-AV DATE ENTERED: 12-14-81

THOSE FABULOUS FRUITS

Educational kit geared for high school students containing wall chart of fruit products, a canned fruit nutrition calculator guide, supply of pamphlets with menus and suggestions for serving fruit, teacher's guide with information on the history, nutritive values, and practical shopping of fruits.

AUTHOR: California Apricot Advisory Board
DATE: 1976
LENGTH: Unknown
SOURCE: California Apricot Advisory Board

ITEM NO: 05933 DATE ENTERED: 7-23-82

VALOR NUTRITIVO DE LOS ALIMENTOS (THE NUTRITIVE VALUE OF FOODS)

Book provides a technical basis for the nutritive value of food. Discusses the affects of different foods, the five basic types of nutrients, the needs of the human body, sources of nutrition, food preservation, and the world nutrition problem. Appendix contains nutrition-per-person charts.

RELATED INFORMATION: This document is written entirely in Spanish.

AUTHOR: Patty Fisher and Arnold Bender
DATE: 1978
PAGES: 205
SOURCE: Editorial Limusa, Mexico City, Mexico

ITEM NO: 05981-AV DATE ENTERED: 7-26-82

VEGETARIANISM IN A NUTSHELL

Audio-visual set describes the reasons behind vegetarianism from a nutritional viewpoint. Looks at different types of vegetarian diets, some dietary precautions and some methods to use in planning a vegetarian diet.

AUTHOR:	The Polished Apple
DATE:	1975
LENGTH:	14 Minutes
SOURCE:	The Polished Apple, Malibu, CA

ITEM NO: 03822 DATE ENTERED: 7-20-81

VITAMINS AND MINERALS

LAP is a self contained mini-course about the micronutrients of vitamins and minerals. The first three parts concern vitamins, what they are, where they come from and how the body uses them. The fourth part describes minerals. Most students finish the LAP in four hours. Includes a teacher's guide with answers to the LAP exercises.

AUTHOR:	Jacquelyn Troutman and Jean Schultheiss
DATE:	1979
PAGES:	Various
SOURCE:	United Graphics, Seattle, WA

THE PRECEDING RESOURCES ARE FROM VOICE
(VOCATIONAL & OCCUPATIONAL INFORMATION CENTER FOR EDUCATORS)

HOW THE VOICE SYSTEM WORKS

Fill out the Borrower Request Form designed to provide VOICE with complete information regarding your resource needs. When your request is received, the VOICE data base is searched, producing a computer printout listing abstracts of the resources that meet your particular needs.

At the VOICE staff's discretion, you will receive either a printout of available materials or the actual materials. From a printout, you may select the resources you want to borrow from VOICE. However, in some instances, it is to your advantage to allow VOICE to select materials for you.

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HOW TO REQUEST INFORMATION

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   Or , if you know the title and author of a specific document you would like to borrow, list them in Section 2 of the form.

   You may request up to three items at one time.

Please mail your request to VOICE,
721 Capitol Mall, Sacramento, CA 95814

VOCATIONAL AND OCCUPATIONAL INFORMATION CENTER
FOR EDUCATORS

721 Capitol Mall - 4th Floor
Sacramento, CA 95814
(916) 445-0401

Educational Materials Request

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School
District____________________ Work Phone____________________

School/
Organization____________________ Home Phone____________________

Address____________________

**Please use the enclosed mailing label when returning materials. Thank you!

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ITEM NO.	TITLE	AUTHOR
1.		
2.		
3.		
4.		
5.		
6.		
7.		

STATE USE

DUE DATE ____________

RENEWAL DATE ____________

OVERDUE NOTICE SENT ____________

AN INTRODUCTION TO THE CONSUMER'S SOCIETY

Parenting

A Parent Education Instruction Manual
With Resources For Teaching
Limited-English Speaking Students

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USE OF THE TEACHING UNITS

This manual includes eighteen units which have been developed with the help of a survey of 198 students in Santa Clara County: C.E.T. (Center for Employment Training), Y.W.C.A., ESL classes at San Jose City College and Fremont Adult Education, and employees at the Office of the County Executive.

VOICE (Vocational and Occupational Information Center for Educators) located in Sacramento, California, was searched to determine available educational materials in Parenting. An annotated bibliography of available materials, as well as an Educational Material Request From, is included at the end of this manual. Topics for the survey were selected from VOICE, student interest as determined by the Consumer Homemaking outreach program at San Jose City College, and a survey of California community college home economics instructors.

Each teaching unit includes: Learning Objectives, Suggested Content, In-Class Activities, Self-Study and Evaluation suggestions, and Resources. The Resource section lists materials in written and video availability, and cross-references to VOICE and VESL (Vocational English as a Second Language), a bibliography developed by Gustavo Valadez at Evergreen Valley College (San Jose Community College District). The VESL Bibliography includes materials for ESL students. The length of each unit can vary from one to three hours of classroom instruction, depending upon in-class activities and depth of presentation. It is assumed that individual instructor will adapt these materials to meet the needs of their student groups.

San Jose City College offers three variable-unit courses in Consumer Education: F.C.S. 130 - Special Topics in Parent-Child Relationships, F.C.S. 131 - Special Topics in Nutrition, and F.C.S. 132 - Special Topics in Consumer Problems. These courses are offered for 1/2 to 3 units (8 hours of class instruction for 1/2 unit; 48 for 3 units) and can be tailored to meet specific needs of groups of special students both on campus and in the community. These classes have been taught since 1974 at C.E.T., San Jose Job Corps, Pathway Society, Department of Social Services (foster parents and food stamp recipients), and at Y.W.C.A. They have been very well-received by all of these groups because of their flexibility for presenting specific topics. Many of the materials and suggestions in this manual have been field-tested in the San Jose City College Consumer Homemaking program.

PARENTING SURVEY TALLY

Total Surveyed: 198

C.E.T.	46
Y.W.C.A.	61
ESL (SJCC)	29
ESL (Fremont Adult Education)	47
Office of County Executive	15

	Very Helpful	Helpful	Not Helpful
1. Prenatal Development of the Unborn Child	95	65	38
2. Effects of Drugs & Alcohol on the Fetus	90	59	49
3. Planning & Spacing Children (Birth Control)	99	71	28
4. The Birth Process: Childbirth Alternatives	91	72	35
5. Infant Care: Breast Feeding and Newborn Physical Characteristics	9	64	43
6. Physical Development: Infancy, Early Childhood, School years, Adolescence	114	60	24
7. Child Abuse	108	59	21
8. Helping Children Develop Their Thinking Skills	129	61	8
9. Discipline & Changing Behavior	117	69	12
10. What to Look For In Selcting A Preschool or Child Care	113	66	19
11. Sex Education	91	76	31
12. Single Parenting	78	64	56
13. Blending Families (Remarriage, Living Together, Foster Families)	79	67	52

	Very Helpful	Helpful	Not Helpful
14. Communication Skills Talking & Listening	137	54	7
15. Dealing With Anger, Defiance, Rebellion	125	59	14
16. Developing Self Esteem: Bonding & Emotions Between Parent & Child	136	55	7
17. Crisis Situations: Adolescent Pregnancy, Drugs, Divorce, Unemployment	114	46	38
18. Teaching Money Management to Children	84	80	34
19. Talking to Children About Death	51	85	62
20. Parenting the Special Needs Child: Hyperactive, Learning Disabled, Physically Handicapped	88	73	37

TOPIC: BIRTH CONTROL

Learning Objectives: The student will:

1. Know the various birth control options available.
2. Know the benefits and possible problems with different birth control methods.
3. Know which community agencies are available as resources for birth control information, methods/devices, etc.

Suggested Content:

1. Birth Control Options
    a. Condoms
        1. These cover the penis and stop sperm from going into the vagina.
        2. They must be held when the man removes his penis to keep sperm from getting into the vagina.
        3. Benefits:
            a. They create no major health problems.
            b. They can be bought in a drugstore.
            c. No exam is needed.
            d. They protect against V.D.
            e. They are 90 to 98% effective, depending on how carefully they are used.
        4. Some problems:
            a. Sometimes a man or woman may be allergic to the condom.
            b. If this happens, you can change brands.
    b. Foam
        1. This is put into the vagina no more than 20 minutes before intercourse.
        2. The foam covers the cervix.
        3. It destroys sperm when they enter the vagina.
        4. It must be used each time intercourse occurs.
        5. Benefits:
            a. There are no major health problems with its use.
            b. It can be purchased in a drugstore.
            c. No medical exam is needed.
            d. It is 82 to 98% effective, depending on how carefully it is used.
            e. It is 98% effective when used with the condom.
        6. Some problems:
            a. Sometimes a man or woman may be allergic to the foam (change brands).
            b. It can be messy.
    c. Birth Control Pills
        1. One pill is taken at the same time each day.
        2. Hormones in pills stop ova (eggs) from leaving the uterus.
        3. Benefits:
            a. They are easy to use.
            b. They don't interfere with intercourse.

- c. They may decrease menstrual cramps.
- d. They may decrease the risk of certain kinds of cancer and breast problems.
- e. They are 98 to 99% effective, depending on how carefully they are used.

4. Some problems:
   - a. There are minor side effects such as: nausea, bloating, light or missed periods, spotting between periods, weight gain or loss, tender breasts, some tendency to have more vaginal infections, mood changes.
   - b. Medical risks:
     1. Blood clots or strokes are more common with use of the pill.
     2. The doctor should be called if there are arm, leg, chest or stomach pains; blurred vision; bad headaches; numbness; dizziness; or shortness of breath.

- d. Diaphragm
  1. This should be placed with jelly or cream into the vagina no more then 2 hours before intercourse.
  2. It holds jelly or cream near the opening of the uterus.
  3. It blocks and destroys sperm.
  4. It must be left in place 6 to 8 hours after intercourse.
  5. Benefits:
     - a. There are no major health problems associated with diaphragm use.
     - b. You can buy jelly or cream at the drugstore.
     - c. The diaphragm is 81 to 98% effective, depending on how carefully it is used.
  6. Some problems:
     - a. Sometimes a man or woman may be allergic to the jelly or cream (change brands).
     - b. An exam is needed for fitting the diaphragm.
- e. Sponge
  1. The sponge is moistened with water and put into the vagina before intercourse.
  2. It covers the opening to the uterus.
  3. It blocks and destroys sperm.
  4. It works for 24 hours after being put into the vagina.
  5. The sponge must be left in place 6 to 8 hours after intercourse.
  6. Benefits:
     - a. There are no major health problems.
     - b. The sponge can be bought at a drugstore.
     - c. No medical exam is needed.
     - d. It keeps working for up to 24 hours.
  7. Some problems:
     - a. Sometimes a man or woman may be allergic to chemicals in the sponge.
     - b. They may be expensive--up to $1 per sponge.
     - c. The sponge is a new method and its effectiveness and all problems are not yet known.

f. I.U.D. (Interuterine Device)
    1. It is not really known how the I.U.D. works. It is thought to keep the egg from attaching to the uterus.
    2. A doctor inserts the I.U.D. into the woman's unterus.
    3. A string that hangs in the vagina needs to be checked once a month by the woman or her partner to make sure the I.U.D. is still in place.
    4. Benefits:
        a. It is always there when needed.
        b. If in place, it is usually not felt by either partner.
        c. It is 95 to 98% effective, depending on how carefully it is used.
    5. Some problems:
        a. Often the woman may have more bleeding or cramping during periods.
        b. The I.U.D. may slip out of place.
        c. Medical risks:
            1. Sometimes infection or puncture of the uterus may happen.
            2. If the user becomes pregnant, the pregnancy may occur in the fallopian tubes (ectopic pregnancy), rather than in the uterus. As the embryo enlarges, the tubes can rupture.
            3. The doctor should be called right away for fever, chills, heavy bleeding, and cramping, or bad vaginal discharge.

g. Natural Family Planning and Fertility Awareness
    1. A woman learns to tell when she can get pregnant and when she can't by:
        a. Checking her temperature and mucous daily.
        b. Keeping a record of her periods.
    2. Special classes are needed to learn this method.
    3. Benefits:
        a. There are no major health problems.
        b. The cost is low.
        c. It is helpful in planning pregnancy.
        d. It is allowed by most religious groups.
        e. It is 76 to 98% effective, depending on which methods you use and how carefully you use them.
    4. Some problems:
        a. The woman must check her temperature and mucous every day.
        b. Unsafe times require use of other birth control or not having intercourse.

h. Permanent Methods
    1. Tubal Ligation
        a. This is an operation where a doctor blocks the fallopian tubes of the woman so that sperm cannot reach her eggs.
        b. It's permanent.
        c. It's more than 99% effective.
        d. Some problems:
            1. There is some pain shortly after the operation.

        2. There is a small chance of minor infection after the surgery.

2. Community Agencies Available as Resources for Birth Control Information, Methods/Devices, etc.
    a. Planned Parenthood
        1. This is a non-profit health agency staffed by skilled professionals and volunteers.
        2. All services are confidential and available regardless of age or income.
        3. Clinical services:
            a. Screening and treatment for early cervical cancer.
            b. Birth control education, supplies, and instructions for prescription and non-prescription methods.
            c. Breast and pelvic exams.
            d. Pap tests for cervical cancer.
            e. Pregnancy testing with immediate results.
            f. Early abortions.
            g. Testing and treatment for sexually transmitted diseases.
            h. Diagnosis and treatment of minor vaginal problems and bladder infections.
            i. Premarital exams and blood testing.
            j. Male reproductive medical exams.
            k. Semen examination and sperm count.
            l. Testing for sickle cell trait, anemia, history of syphilis, and high blood pressure.
            m. German measles (Rubella) screening and immunization.
        4. Counseling services:
            a. Pregnancy testing and counseling.
            b. Referrals for prenatal care, adoption, and abortion.
            c. Individual, family, and marriage counseling with licensed counselors.
            d. Sexuality counseling.
            e. Sterilization counseling.
            f. Pre and post-abortion counseling.
            g. Parenthood decision-making counseling.
            h. Extensive community referral system.
        5. Education services:
            a. Workshops, consultations, and speakers for individuals, groups, and organizations on Planned Parenthood services, sexuality, family planning, disability, and related subjects.
            b. Audio-visual resources for schools and organizations.
            c. Library on family planning and sexuality.
            d. Information line service for answers to questions about reproductive health and sexuality or Planned Parenthood services at (408) 277-0777 (San Jose area).
        6. Fees and payment:
            a. Fees are based on income and ability to pay.
            b. Low income clients may receive services at no charge.

        - c. Credit cards, checks, cash, and Medi-Cal are accepted.
        - d. Health insurance may provide patient reimbursement.
- b. Refugee Health Services
    1. Eligibility: Santa Clara County refugees.
    2. This service has interpretors in Cambodian, Laotian, Vietnamese, and several other languages.
    3. Fees are on a sliding scale.
    4. Clinics are available for family planning, V.D., tuberculosis, child health, nutrition, alcohol screening, parasite treatments, immunization update.
    5. The Santa Clara County office is located at 976 Lenzen Avenue, San Jose, CA 95126 (408) 299-6970.
    6. Check you local Health Department for similar programs in other counties.
- c. Family Planning Services
    1. This program is located at 976 Lenzen Avenue, San Jose, CA (408) 299-6156.
    2. This is a division of the Health Department.
- d. Los Angeles County Asian Health Project
    1. This service provides health information and services to Asian and Pacific communities in the county.
        - a. The emphasis is on family planning and reproductive health.
        - b. They offer education and interpreter services.
    2. Health education and cultural awareness materials are distributed to health providers throughout California and other states.
    3. It is located at 3860 West Santa Barbara Avenue, Los Angeles, CA 90008 (213) 295-6571.

In-Class Activities:

1. Have a representative of Planned Parenthood, Family Planning Services, or Refugee Health Services come to class to tell about their program and answer questions about family planning. Often, students are more comfortable asking an outsider, rather than the teacher, whom they have to see again after their inquiry.
2. Bring in examples of the various birth control methods to use as visuals to accompany class discussion.

Self-Study:

1. Since this is a sensitive subject, most students don't want to discuss their birth control method. It's probably more comfortable to have them visit the Planned Parenthood Library or the local office if there's one in your county. Have them make a short written review of one of the curriculum guides or resource pamphlets available.

Evaluation:

1. Test on knowledge of the different birth control methods; how they work, possible problems and effectiveness.

2. Grade the written review of the literature from the Planned Parenthood library or other source of birth control information.

Resources:

Films:

When Life Begins
(12 min. color)
A Family Talks About Sex
(28 min. color)

Contact:
Planned Parenthood Administrative Office
1691 The Alameda
San Jose, CA 95126
(408) 287-7532

Curriculum Guides:

Family Life Education Program Development Project (1981)
(Teacher training manual)
Contact:
Planned Parenthood Library
1691 The Alameda
San Jose, CA 95126

Human Sexuality: A Curriculum For Teens ($16.50)
Growing Awareness
24 Windsor Street
Rochester, New York 14605

Talking With Your Parents About Birth Control
Network Publications
1700 Mission Street, Suite 203
P.O. Box 8506
Santa Cruz, CA 95061-8506
(408) 429-9822

Birth Control in Vietnamese (and Cambodian)
Asian Health Project
3860 West Santa Barbara Avenue
Los Angeles, CA 90008
(213) 295-6571

VOICE Bibliography:

Curriculum For Parenthood Education: San Ramon Valley Unified School District
Curriculum For Parenthood Education
Days of Decision--Am I Parent Material?
Exploring the Parenthood Choice--An Activities Guide For Educators

Family Education Curriculum Guide
Family Planning and Population Education In Home Economics:
A Sourcebook for Teachers
Single and Pregnant
Your Child and Sex: A Guide For Parents

TOPIC: THE BIRTH PROCESS AND BIRTHING ALTERNATIVES

Learning Objectives: The student will:

1. Know the signs and stages of labor.
2. Know the different childbirth methods and the philosophies underlying each method.
3. Know the philosphy underlying non-traditional birth places and be able to compare them to traditional hospitals.

Suggested Content:

1. The Signs of Labor
    a. The first sign is usually menstrual-like pain.
    b. Next, there are rhythmic, recurring uterine contractions.
    c. Then release of the mucous plug occurs. This is a small quantity of blood mixed with mucous that has kept the cervix from being exposed to substances that could harm the developing fetus.
    d. Occasionally, the amniotic sac ruptures and watery fluid is discharged.
2. Stages of Labor
    a. Stage One
        1. There is thinning of the cervix (effacement) and gradual opening because of uterine contractions.
            a. This stage is the longest part of labor.
            b. It usually lasts for ten or more hours in first pregnancies.
        2. The baby gradually works its way down the birth canal. At the end of this stage, the cervix is stretched around the crown of the baby's head.
            a. This "transition" is the most active stage of labor.
            b. Uterine contractions are at a maximum.
            c. This phase lasts about 30 to 45 minutes.
            d. At this point, the mother is usually taken into the delivery room.
    b. Stage Two
        1. This is the birth phase.
        2. The average length of time is one hour for first births and 20 minutes for subsequent births.
        3. In a normal delivery, the baby pushes its way out of the uterus, helped by strong uterine contractions.
            a. The forehead is usually presented first, then the wider part of the crown of the head.
        4. The baby sometimes gets in the wrong position: breech (feet first) or posterior (wider part of the head/crown is presented first).
            a. Often, the doctor can change the baby's position.
            b. Many breech births are now delivered Cesarean section: a form of surgery where an incision is made in the woman's abdomen and the baby is removed.
            c. Stage Three
                1. This usually takes from ten to thirty minutes.
                2. The afterbirth is delivered. This consists of:

a. The placenta-- a disc-shaped organ containing mother's and fetus's blood vessels.

b. The umbilical cord-- contains blood vessels that brought oxygen and food to the fetus and removed wastes. It is connected to the placenta and also to the baby's "belly button."

c. The amniotic sac-- the fetus developed in a sac containing fluid that kept it warm and buffered shock or strong movements by the mother.

3. Strong uterine contractions push the afterbirth out.

3. Childbirth Methods

a. Lamaze (psychoprophlaxis)

1. "Natural" childbirth.
2. Childbirth without pain.
   a. Advocates believe that women who feel that childbirth is going to be painful will experience pain.
   b. The woman is "deconditioned" and given more positive beliefs.
3. In the third trimester of pregnancy, the pregnant woman practices breathing and other exercises with her "coach" who is usually the father.
   a. The couple is given full understanding of labor and delivery to help them eliminate fears and tensions.
   b. The function of the coach is to provide emotional and physical support and to train the woman in relaxation and breathing exercises.
   c. Breathing exercises are made difficult enough to require the woman's full concentration during labor.
      1. Exercises are used during labor so the woman can control her anxiety and is able to relax and push at the appropriate times.
      2. At the time of childbirth, she responds to the suggestions of her coach.

b. Bradley Method

1. Dr. Bradley followed Dick-Read's pioneering work of birth without drugs.
2. Advocates believe that women should approach childbirth with the same instinctual natural behavior of animals.
3. No medications are used in labor or delivery. Slow natural breathing and complete relaxation are emphasized.
   a. Steady breathing is emphasized, without the acceleration used in the Lamaze method.
   b. The woman is taught to be aware of her body and to learn to work with it in labor, rather than to create distractions to deal with the discomfort.
4. The father acts as a labor coach.
5. The baby remains with the mother at tall times.
6. The baby is immediately breast-fed on the delivery table or in the recovery room.

7. Bradley classes are taught by husband-wife teams who are trained childbirth educators and have been through a Bradley birth themselves.
8. The father is placed in a central role rather than as a supporting figure.
9. Emphasis is on effective communication between parents, doctor, and hospital staff to achieve and individual birth experience.
10. Labor and delivery are viewed not as an isolated experience, but as a part of the whole experience of raising children.

c. Leboyer Method
   1. This is non-violent or gentle birth.
   2. As soon as the baby begins to emerge, the attending physicians and nurses lower their voices and turn down the lights.
   3. The baby is handled with tenderness.
   4. Immediately after delivery, the baby is placed on the mother's abdomen, where it is allowed to start breathing before the umbilical cord is cut.
   5. The baby is placed in a lukewarm bath, an environment very like the amniotic fluid.
   6. This method is not as frequently used as Lamaze and Bradley because of the changes in hospital routine that it requires.

4. Alternate Birth Centers
   a. These were developed because many parents objected to what they felt to be impersonal, technological, and expensive childbirth procedures in conventional settings.
   b. Also, home births can pose a health hazard.
   c. Centers provide a relaxed, homey atmosphere.
      1. The birthroom is cheerfully decorated to resemble a bedroom.
      2. The woman can eat, drink, or rest as she chooses, accompanied by husband, family, and friends.
   d. Pain relief through drugs is made unnecessary by ample preparation and continuous support.
   e. Labor is never artifically induced or stimulated.
   f. An attending nurse, midwife, or doctor delivers the baby into a low-key, family-life atmosphere.
   g. Following the birth, the new family remains in the birthing room in close physical contact.
   h. The newborn is placed on the mother's skin and has opportunity to suckle and have eye-contact; this helps with bonding.

5. Birthing Chairs
   a. The motorized chair can be adjusted to different heights and angles and uses gravity to aid the birth.
      1. Before the 18th century, babies were delivered with the mother sitting in an upright position.
      2. Upright positions are used in many countries today.
   b. The woman finds it easier to push and is more comfortable during delivery.
   c. The woman feels less vulnerable than in a prone position.

In-Class Activities:

1. Have a teacher of Lamaze or one of the other childbirth methods come to class to talk about the method. Many Adult Education departments offer classes in these methods; contacts could be made through them, or call your local Health Department to arrange for a visit from a public health nurse.
2. Your local county schools audio visual department may have a copy of Becoming, a film which shows the Lamaze method.
3. Some birthing places have tours at certain times. Contact them for details. Get a copy of HELP: Directory of Human Services from you local United Way office. It contains listing of these centers, as well as many other community resources.

Self-Study:

1. It it's not feasible for the class to visit a birthing center, students can go on their own and write a report on their visit.
2. Have students read a description of Lamaze, Leboyer, or Bradley methods of childbirth and write a summary. Look for Natural Childbirth the Bradley Way by McCutcheon/Rosegg; Birth Without Violence by Leboyer; The Natural Childbirth Book by Melburn/Smith in your local library.
3. Have students from different countries write a report or give a report in class on a typical birth.

Evaluation:

1. Childbirth terms are important for the student to know. A test of matching terms to descriptions works well. See sample at the end of this unit.
2. Grade Self-Study reports.

Resources:

Books:

Lauersen, Niels, Childbirth With Love
(Berkeley Books, New York)

Leboyer, Frederick, Birth Without Violence
" " Loving Hands
(Alfred A. Knopf, New York, NY)

Melburn/Smith, The Natural Childbirth Book
(Bethany Fellowship, Inc.
Minneapolis, Minnesota)

Mitchell/Mason, Cesarean Birth
(Harbor Publishing Co., San Francisco)

VOICE Bibliography:

Billy and Our New Baby
Child Care: Prenatal Care
Curriculum For Parenthood Education: San Ramon Valley

Unified School District

A Consumer is Born
Getting to Know Your Baby and Yourself: Prenatal to Birth
Prenatal Care and Preparing for Parenthood
Single and Pregnant
Teenage Pregnancy: A New Beginning
What You Should Know About Parenthood

BIRTHING TERMS

Write the correct term in front of the definitions below.

effacement
Leboyer
breathe
Lamaze
uterus
umbilical
Cesearean

amniotic fluid
anaesthesia
midwife
afterbirth
natural
birth
coach

cervix
vagina
labor
placenta
hospital
dilated

1. ____________________ The organ that attaches the baby to the mother.
2. ____________________ When the cord, sac and placenta are delivered.
3. ____________________ A baby can be born through this operation.
4. ____________________ This person helps the mother during labor and birth.
5. ____________________ The thinnning of the cervix during labor.
6. ____________________ The process of pushing the baby out of the mother's body.
7. ____________________ Childbirth without any medication.
8. ____________________ A nurse trained in childbirth that delivers babies.
9. ____________________ The process of being born.
10. ____________________ The method of childbirth designed to ease the baby into the world gently.
11. ____________________ The birth canal.
12. ____________________ Medication that lessens pain during birth.
13. ____________________ The neck of the uterus that opens during labor.
14. ____________________ Most babies are born here.
15. ____________________ The scientific name for the water that surrounds the fetus.
16. ____________________ One method of childbirth without medication.
17. ____________________ The organ in which the baby grows.
18. ____________________ The cord that carries nutrients to the baby.
19. ____________________ When the cervix is opened.
20. ____________________ Exercises in how to __________ during labor are part of Lamaze training.

TOPIC: BLENDING FAMILIES

Learning Objectives: The student will:

1. Know the challenges of putting together (blending) families with children from previous marriages.
2. Know the developmental tasks of blended families.
3. Know the common sources of friction and conflict in blended families.

Suggested Content:

1. All Blended Families Have Certain Things in Common.
    a. They put together parts of previously existing families.
    b. Even though members of new and former families don't all live under one roof, they are in each other's lives--for better or for worse!
    c. All of these people have authority in one way or another. Who they have authority over or share power with gets very complicated!
2. Differences Between Blended Families and Nuclear Families:
    a. Almost all members of a blended family have sustained the loss of a primary relationship, (husband/wife, parent/child, etc.).
    b. If remarriage is preceded by divorce, one bioligical parent lives outside the current family unit.
    c. The relationship between an adult and his/her children predates the new marital relationship.
        1. There is history and loyalty established between the parent and the children.
        2. There is a direct biological tie.
    d. Role definitions of stepparents are not well-defined. There may be no legal relationship between the adult and his/her stepchildren.
    e. Most children in remarried families hold membership in more than one household.
    f. There is no honeymoon period and little time to adjust to marriage when the children are already there.
    g. There is uncertainty as to whether the absentee parent will sabotage or cooperate with the new relationship.
    h. There are many continuing emotional and financial reponsibilities to previous marriages which lessen contributions to the new unit.
    i. There are stepmother "myths:"
        1. That she is bad.
        2. That she requires instant love from the children.
    j. The children of the stepmother or stepfather may feel left out, ignored. Often the stepparent overcompensates to try to win the approval of the stepchildren.
    k. Research shows the stepfathers are more likely than stepmothers to establish good relationships with their stepchildren.
        1. The stepfather is not handicapped by myths and stereotypes.

   2. The less structured nature of his role allows him to develop a new identity.
   3. However, disagreements often arise over how discipline is enacted.

3. Challenges for Blended Families
   a. Incorporating the "new" person(s) into the pre-existing group, sharing space.
   b. Allowing enough time and opportunities for caring relationships to evolve. Expecting instant love is unrealistic.
   c. Dealing with negative and positive feelings, as well as feelings of loss, insecurity, and sadness resulting from the loss of the nuclear family.
   d. Helping children cope with divided loyalties.
   e. Developing a strong husband-wife relationship while maintaining a strong parent-child bond.
   f. Agreeing and supporting each other in disciplining the children and keeping discipline within the family household.
   g. Maintaining direct, courteous relationships with the ex-spouse, thus avoiding placing children in the position of message-carriers.
   h. Developing new family patterns and traditions as a blended family.
   i. Making visiting children feel comfortable and accepted.
      1. Providing interesting activities with space the child can feel is set aside for him.
      2. Involving the child in family projects and tasks.
4. Developmental Tasks of Blended Families
   a. Emotional Remarriage
      1. The divorced person must re-establish bonds, commitments, and trust with another.
         a. This is complicated by feelings of fear of not succeeding in a new relationship.
         b. Negative history with another marriage decreases the person's confidence.
   b. Psychic Remarriage
      1. The husband and wife must change their marital identities from being individuals to being a couple.
      2. This requires giving up personal freedom and autonomy.
   c. Community Remarriage
      1. This involves the changes a couple must make in order to establish relationships with friends in their community.
      2. It also involves establishing an identity as a couple.
   d. Parental Remarriage
      1. The person must work out a role for interacting with the spouse's children.
      2. This may be the most difficult developmental task.
   e. Economic Remarriage
      1. The reconstituted/blended family must re-establish the household as an economic unit.
      2. There is uncertainty associated with child support payments.
      3. Another problem is the distribution of financial resources: Who should get how much of what is available?

- f. Legal Remarriage
    1. The family must address the issues of alimony, child support, and property settlement, and allocation of resources.
    2. Decisions must be made about his/her financial resources, former spouses, children.

5. Common Sources of Friction and Conflict
    - a. Food:
        1. Problems dealing with preferences of food and how it is prepared are common.
        2. It must be decided who pays for what portion of the groceries, especially when children are supported by a former spouse.
    - b. Division of Labor:
        1. Who does what chores and household jobs must be decided.
        2. Some families find it helpful to post charts showing who does what.
    - c. Personal Territory:
        1. Problems often arise over how space is used and by whom.
        2. Those who occupied the space before the blending of families may resent intrusions on their space.
        3. It is best to establish a "neutral" territory by moving to a new place.
    - d. Discipline:
        1. Children must adjust to the discipline patterns preferred by the new parent.
        2. The new couple must learn to compromise in order to present an approach that is agreeable.
        3. Children can try to take advantage of the new parent's lack of knowledge or experience in interacting with stepchildren.

In-Class Activities:

1. So students can visualize the dynamics of a blended family, have them construct a divorced family and its relationship to a newly formed, blended family where one member (husband or wife) was in the now-divorced family. Each person in this situation can be represented by a circle or an X. Have students draw lines from each person to all the other persons they will be interacting with. (This gets very complicated and begins to look like a circuit board!)
2. Have a counselor from one of the local community agencies, such as the Family Service Association, Asian Community Counseling Center, or the County Department of Mental Health come to class to talk about some of the challenges of blending families.

Self-Study:

1. Have students with fairly good English language skills interview a family that is blended. They should find out about problem areas such as finances, discipline, loyalty binds, personal privacy and space, etc. Write a report to hand in.

2. Have students examine their own family and what changes they could anticipate if the family were to incorporate new relatives from another family. Write a report to hand in.

Evaluation:

1. Grade Self-Study reports.
2. This is a difficult topic on which to test students with more limited English skills. For those who do have fairly good command of the language, short answer and essay questions about the challenges of blending families can assess their comprehension.

Resources:

VOICE Bibliography:

Adult Vocational Parent and Family Education Parent Education Resource Guide
Being A Parent: Unchanging Values in a Changing World
Curriculum For Parenthood Education
Family Life: Parenthood
Fathering: It's Not The Same: Anthology of Issues and Resource Directory
The Future of Motherhood
The Half-Parent
How Parents Tell Their Children They Are Adopted
Midlife and Seminars for Adults on Lifecycle Issues
Parenting
Problems Parents Face
P.E.T.: Parent Effectiveness Training
Peoplemaking
Raising Children in a Difficult Time: A Philosophy of Parental Leadership and High Ideals
Single Parent Families
Systematic Training for Effective Parenting
What's A Father For?
Your Child's Self-Esteem: The Key to His Life

TOPIC: CHANGING CHILDREN'S BEHAVIOR

Learning Objectives: The student will:

1. Know the parental discipline styles and the possible child reactions to each.
2. Know the distinction between firm and harsh discipline.
3. Know the limitations and effects of relying on parental power or force to change behavior.
4. Know behavior change techniques that could be used in a variety of situations.

Suggested Content:

1. Parental Discipline Styles
    a. Authoritarian
        1. These parents value preservation of tradition.
        2. They rely heavily on parent power.
        3. The children have little input into decisions that affect them.
        4. Rules are set by the parents and strictly enforced.
        5. Parents don't encourage verbal discussion of problem situations.
        6. Some possible effects on children:
            a. It may make them submissive or rebellious, depending on whether their basic dispositions are willful and rebellious, or compliant.
            b. Authoritarian discipline doesn't give the children opportunities to practice decision-making and to take consequences or responsibility for decisions made about their own behavior.
            c. Authoritarian parents may eventually run out of power or their control may only work under special sets of circumstances, as when the child is dependent upon the parent for primary needs (food, clothing, shelter, love).
    b. Permissive
        1. This type parent lets the child decide what happens in his/her life.
        2. The parent takes a passive role or one of a "consultant."
        3. Rules are very flexible.
        4. The parents give as much freedom as is consistent with the child's physical limitations.
        5. Some possible effects on children:
            a. There may be need for more adult input for decisions where the child lacks maturity and experience.
            b. Consistent guidelines and expectations can be reassuring to the child, who may then feel life is more predictable.
    c. Authoritative
        1. The parent and child cooperate and are sensitive to the needs of each other.
            a. When possible, they mutually decide how to solve problems.

        - b. The child is involved in decision-making.
    - 2. The parent is the utlimiate decision-maker in situations where parent-child needs are either in conflict and in non-negotiable situations.
    - 3. The parent attempts to direct the child's activities in a rational and issue-oriented way.
    - 4. The parent values independence and self-will, but uses reason to shape behavior.
    - 5. Some possible effects on children:
        - a. This style avoids "win-lose" situations.
        - b. It allows the child to participate more.
        - c. It helps the child to develop thinking and problem-solving skills.
        - d. It communicates to the child that his/her needs are important too.
        - e. Decisions require less enforcement because the child has had input.
        - f. It helps to build an attitude of being responsible to self.
- d. Virginia Satir's Parent Cloaks (from her book Peoplemaking)
    - 1. Boss Lining (an analogy between lining of a cloak and parenting style)
        - a. Tyrant--rules with a fierce hand; inspires fear.
        - b. Martyr--"Poor me; look at all I've done for you."
        - c. Great Stone Face--has taken the attitude that parents should be distant, non-emotional.
    - 2. Leader Lining
        - a. This method inspires the child to take responsibility for actions.
        - b. The leader is a positive role model and leads, but doesn't coerce.
    - 3. Pal Lining
        - a. The pal parent can be a lot of fun, but the child needs to also have a parent figure he/she can look to for guidance and support.
        - b. Mrs. Satir feels that children don't need or want "pals" for parents, even though the child does like to be playful and enjoys being with the parent.
    - 4. No Lining
        - a. This parent is uninvolved with the child.
        - b. There is no parental role model, counselor, disciplinarian, etc. The parent has not assumed the role.

2. Distinction Between Firm and Harsh Discipline
    - a. Harsh discipline is overly exacting, severe, or rough.
        - 1. It often involves name-calling, putting the child down, or unreasonable demands.
        - 2. It can cause lasting damage in the parent-child relationship.
    - b. Firm discipline sets expectations and guidelines in a secure, predictable manner.
        - 1. It appeals to the child's reasoning and thinking abilities.

2. It never attacks the child personally or makes them feel inadequate.

3. Behavior Change Techniques

a. These all emphasize placing responsibility for change with the child.

b. There is avoidance of harsh treatment and physical punishment.

c. Reinforcement of positive behavior is emphasized. The parent has to decide which disciplinary technique might possibly work under the circumstances.

1. The parent must observe the child's behavior and own response to it.

2. They should note what occurred prior to the misbehavior: Is there a pattern?

3. Timing is critical. The response to the behavior should occur as soon asfter it occurs as possible, especially for younger children.

4. The choice of the reinforcer is important. What motivates one child may not work with another.

5. Use of love as a reinforcer is dangerous.

a. The child should feel loved.

b. Discipline the child for his actions without making him/her feel that they are necessarily bad because of it.

6. Reward successive steps to the final anticipated behavior. Reward:

a. Learning each part of a complex behavior.

b. Increasing accuracy.

c. Longer intervals of good behavior.

d. Increasing effort.

d. Some of the negative aspects of rewards:

1. You might be rewarding the tendency towards poor behavior. Rewards might encourage poor behavior such as drawing attention, or withdrawing from school work, housework, or other activities.

2. Sometimes a child responds better when poor behavior is ignored.

e. Forms of Behavior Modification

1. Satiation Principle

a. Allow the child to do something until satisfied or tired of the activity.

b. This is not for dangerous behavior or behavior that imposes on others.

c. This works with activities such as turning knobs on radios, flushing the toilet, warting to play with a particular toy all the time, etc.

2. Extinction

a. The parent gives no reinforcement--positive or negative.

b. This works with swearing and temper tantrums.

3. Enrich the Environment

a. Create more stimulation or variety of things to do.

b. This works well with boredom or when the child has obviously run out of things to do.

4. Impoverish the Environment
    a. Make the situation less stimulating.
    b. Provide a quiet space or time for the child to be calm.
    c. Use before eating, sleeping, doing homework, etc.
5. Simplify to the Child's Level
    a. Some misbehavior is the result of expecting children to perform above their capabilities.
    b. Explain or demonstrate to the child what you expect.
    c. Arrange children's physical space so they can do what's expected; for example, reach the closet rack to hang up their clothes, and get to their beds to make them.
6. Limit the Child's Life Space
    a. Children need to know what their boundaries are.
        1. They want to know how far they can go before their behavior is unacceptable.
        2. They need to have these guidelines set up before, not after the misbehavior occurs.
    b. Use of playpens, fenced yards, limitations on where they go and the time allowed to do things, all define their life space.
7. Substitute One Activity for Another
    a. Give them old pots and pans to play with, blunt scissors instead of sharp ones, etc.
    b. Provide them with alternatives rather than always tell them "no".
8. Prepare Children Ahead of Time for Changes
    a. They need to know what to expect.
    b. Tell them about hospital visits, change of babysitters, moving etc.
9. Time-Out
    a. Take children to a non-stimulating place to stay.
    b. Let them decide the time limit: This places responsibility on them to change their behavior. Avoid arbitrary time limits.
    c. Avoid a lot of talking and interaction with children during the time-out because this may reinforce attention-getting.
10. Grandma's Rule
    a. Make a positive statement about what the children can expect after they do what is asked of them: "As soon as ..... you may ....."
    b. Use lots of enthusiasm.
    c. Avoid using primary reinforcers such as love and food.
    d. Negative statements like "If you don't...." are not Grandma's Rule and also invite rebellion.
11. Behavior Pairs
    a. For every negative behavior, there is the opposite positive behavior.

        - b. Reinforce the positive, ignore the negative: If the children clean their room some times, but not others, reinforce with positive comments when they do. Make no comment when they don't.
    - 12. Token Systems and Penalty Points
        - a. These systems allow the child to gain desired rewards (money, points, stars, checks, etc.) for good behavior.
        - b. A penalty system is often needed to make this work. (Tokens are taken away when behavior isn't performed.)
        - c. Use to get the behavior started; it is not intended to be used permanently.
    - 13. Learning By Natural Consequences
        - a. Allow the child to take consequences of actions: If the child breaks a window, they pay for it. If they forget to take lunch to school, they go without or figure out their own solution.
        - b. This is not for dangerous activities.
        - c. The responsibility for behavior change is with the child.
- f. Problems with Spanking
    - 1. Spanking demonstrates that it's okay to hit people.
    - 2. Spanking doesn't encourage children to take responsibility for changing their behavior.
    - 3. It establishes an adversary relationship with the parent and child.
    - 4. Once the children reach later middle childhood to early adolescence, spanking isn't effective bacause they've developed a tolerance or defense to it.
        - a. The child's attitude often becomes "Oh, well, I'll get ______ spankings for this and then it'll be over."
        - b. By this time, children should be monitoring much of their own behavior and using conscience and moral reasoning to avoid unacceptable behavior. Spanking doesn't teach these.

In-Class Activities:

1. Have students role-play a variety of parent-child interactions using behavior change techniques discussed in Suggested Content. Have other students observe and comment on each interaction.
2. Give students the Parental Authority quiz at the end of this unit. Have them score it to see if it matches how they view their parental discipline style.

Self-Study:

1. Have students with children write down behaviors they would like to change in their child. Then list possible approaches, using the behavior change techniques.

2. Have students go to a child care facility and observe children interacting. They should write a report on the different ways which children "test out" limits or try to assert themselves against authority. Make a list of behaviors observed that they would try to change if they were a parent.

Evaluation:

1. Grade Self-Study projects.
2. Role-playing situations can be used to assess comprehension of behavior change techniques.
3. For those students who can express themselves fairly well in essay answers, give several discipline situations and ask them to discuss how they could be effectively handled.

Resources:

Video:

Developing Independence
(filmstrip)
Effective Discipline
(filmstrip)
Encouraging Independence
(filmstrip; English & Spanish)
Expectations vs. Realities
(filmstrip; English & Spanish)
Talking It Over
(filmstrip; English & Spanish)

Available through:
Community Coordinated Child Development
Council of Santa Clara County
160 East Virginia Street #200
San Jose, CA 95122
(408) 947-0900
(Ask to speak with the librarian.)

VOICE Bibliography:

Being A Parent: Unchanging Values in a Changing World
The Caring Parent
Child Development and Child Health: Love and Identity
Child Care: Challenges and Rewards
Exploring Childhood
Family Life: Parenthood
Generation Gap: The Parents and Kids Game
How to Raise Children's Self Esteem, How to Raise Teenagers' Self Esteem, How to Discipline Children Without Feeling Guilty and How to Teach Children Responsibility
Parents and Teenagers: Getting Through to Each Other
Preventing Child Abuse
Problems Parents Face
Parenthood Education: A Curriculum Guide
Parent Effectiveness Training
Parents' Yellow Pages

Peoplemaking
Raising Children in a Difficult Time: A Philosophy of Parental Leadership and High Ideals
The Responsive Parent: Meeting the Realities of Parenthood Today
Six Weeks to Better Parenting: The Complete Guide For Creative Raising of Children Two - Twelve
Systematic Training for Effective Parenting
Understanding Parenthood: Children
Understanding Parenthood: Family Relationships
Your Child's Self Esteem: The Key to His Life

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes."

USE OF PARENTAL AUTHORITY

Directions: Below is a list of typical things parents do in their relationship with their children. By being objective and honest with yourself you may learn about one important aspect of your role as a parent -- how you use your parental authority.

If you do not have children, or if the item applies to a child older or younger or of a sex other than your own, simply predict how you would behave. Use only one alternative:

U -- unlikely for you to do this or even something similar
L -- likely for you to do this or something similar
? uncertain or do not understand

Example: Require your ten-year-old child to ask permission to speak when he is in a gathering of adults. U L ?

By circling U, you would indicate you are unlikely to require this.

______ 1. Physically remove your child from the piano when he/she refuses to stop banging on it after you have told them it is becoming unbearable to you.
______ 2. Praise your child for being consistently prompt in coming home to dinner.
______ 3. Scold your six-year-old child if he/she demonstrates objectionable table manners in front of guests.
______ 4. Praise your adolescent when you see them reading the right kind of literature.
______ 5. Punish your child when they use an objectionable swear word.
______ 6. Give a reward when your child has indicated on a chart that they did not miss a single time for brushing their teeth.
______ 7. Make your child apologize to another child they have treated very discourteously.
______ 8. Praise your child when they remember to wait at school for you to pick them up in the car.
______ 9. Make your child eat almost everything on their plate before being allowed to leave.
______ 10. Make it a requirement that your daughter take a bath each day and give her a reward for not missing a single day for a month.
______ 11. Punish or deny your child something when you catch them telling a lie.
______ 12. Offer your adolescent boy some kind of reward or grant him a privilege if he will change his long-hair style to a crew-cut.

_____ 13. Punish or reprimand your child for stealing money out of your purse.

_____ 14. Promise your daughter something she wants if she will refrain from using too much make-up.

_____ 15. Insist that your child perform when they are asked to do so for relatives or guests.

_____ 16. Promise your child something you know they want if they practice their piano lessons a certain amount of time each day.

_____ 17. Make your two-year-old remain on the toilet until they have performed their "duty" when you know they have to go.

_____ 18. Set up a system whereby your child can earn some kind of reward if they regularly do chores around the house.

_____ 19. Punish or threaten to punish your child if they eat between meals after you have told them not to.

_____ 20. Promise some kind of reward to encourage your boy always to come home on time after dates.

_____ 21. Punish or scold your child for not cleaning up their room after making a mess of it during play.

_____ 22. Set up some system of rewards as an incentive for your daughter to limit the length of her phone calls.

_____ 23. Scold your child for carelessly breaking or ruining one of their expensive toys.

_____ 24. Promise some kind of reward for your thirteen-year-old girl if she refrains from smoking.

_____ 25. Punish or scold your child for "sassing" you or saying something disrespectful.

_____ 26. Promise your child some kind of reward if they will stick to their study schedule in order to improve her grades.

_____ 27. Make your child stop bringing toys into the living room when it gets too cluttered.

_____ 28. Tell your daughter you are proud of her or pleased with her choice when you strongly approve of the boy she is dating.

_____ 29. Make your child clean up their own mess when they carelessly spill food on your rug.

_____ 30. Tell your child she is a good girl or reward her when she remains still while you are combing her hair.

_____ 31. Punish your child for continuing to play in her room after you thought they had gone to sleep at bedtime.

_____ 32. Set up system of rewards for your child if they habitually wash their hands before coming to the table.

_____ 33. Make your child stop or punish them when you catch them fingering their genitals.

_____ 34. Set up some kind of system of giving your child rewards for promptness in getting ready for school.

_____ 35. Punish or reprimand your children for fighting loudly with each other over a toy.

_____ 36. Praise or reward your child for not crying when they don't get their way or has his feelings hurt.

_____ 37. Threaten to punish or reprimand your child for telling you they won't go on an errand after you have asked them several times.

_____ 38. Tell your daughter that you will buy her something she has been wanting if she keeps her dress clean until you go out to dinner a couple of hours from now.

_____ 39. Punish or reprimand your child when you see them pulling up the skirt of the girl next door and embarrassing her.

_____ 40. Offer to give your child some kind of monetary reward for every course in which they pull up a grade on their next report card.

Directions For Scoring:

1. First, count all of the L's circled after the ODD numbers. (1, 3, 5, etc.)
2. Second, count all of the L's circled after the EVEN numbers.
3. Place these two figures in the table below and write in the sum of all L's.

Odd L's = _____ + Even L's _____ = Total L's _____

Scoring:

Even L's = use of reward
Odd L's = use of punishment
Total Number of L's = parenting style.
0 - 10 = permissive
11 - 20 = authoritative
21 - 30 = authoritarian
31 - 40 = very authoritarian

TOPIC: CHILD ABUSE

Learning Objectives: The student will:

1. Know the legal definition of child abuse and who is required to report it.
2. Know the physical and behavioral indicators of child abuse.
3. Know the dynamics of child abuse: what conditions/attitudes create it.
4. Know what community support is available to help families and children with abuse problems.

Suggested Content:

1. What is Child Abuse?
    a. When the treatment of children poses serious harm to their mental or physical well-being, this is considered abuse.
    b. Abuse can occur in many forms and includes:
        1. Willful cruelty--or unjustifiable punishment.
            a. Unjustifiable physical pain or mental suffering.
            b. Allowing or causing a child to be endangered.
        2. Corporal Punishment or injury.
        3. Sexual Abuse
            a. Assault--lewd acts with a child or child molestation.
            b. Exploitation--using, inducing, or coercing a child to engage in sexual acts.
        4. Neglect
            a. Severe--failure to protect a child from severe malnutrition or allowing the child to be in a situation where the child's person or health is endangered.
            b. General--failure to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury has occurred.
            c. Examples of neglect: unsanitary or unsafe home environment, lack of proper utilities in the home (heat, water, plumbing), lack of medical/dental care, lack of personal hygiene, unsupervised child (left alone).
2. Who Should Report Abuse?
    a. Anyone who suspects a child is being abused should report this to the police.
        1. No person shall incur any civil or criminal liability as a result of making such a report (Penal Code 273a).
        2. In California, any person who fails to report an instance of child abuse may be found guilty of a misdemeanor and subject to criminal consequences: a fine of up to $1,000, or six months in jail.
    b. Doctors, dentists, nurses, teachers, administrative officers, child care workers, and social workers are required by law to report child abuse.

    1. The report must be made by telephone or in writing within 36 hours to the local police and to the juvenile probation department.
  - c. Any law enforcement officer who has reasonable cause for believing a child is being abused may take the child into temporary custody.

3. What Happens When Child Abuse is Reported?
   - a. If the officer feels that the safety of the child requires detainment in temporary custody, the child will be brought to a probation officer.
   - b. The child's parents or guardians will be notified that the child is in custody.
   - c. A detention hearing will be held in Juvenile Court to determine custody. The court may order that the child be placed in an emergency shelter or other suitable licensed care facility.
   - d. No dependent child shall be taken from physical custody of parents or guardians unless the court finds there is substantial danger to the physical or emotional health of the child, or if the child has been sexually or severely physically abused.
   - e. If the child is not returned to the home, he/she may be placed with relatives or in a licensed care facility.
     1. Child welfare services are provided to the child and the parents.
     2. Attempts are made to reunite the family within 12 months.
4. Physical Indicators of Child Abuse
   - a. Unexplained bruises and welts:
     1. Bruises in various stages of healing indicate ongoing harm to the child.
     2. Regular appearance of bruises after weekends or vacations with a parent who is otherwise absent.
     3. Clustered bruised or welts forming patterns reflecting the shape of the article used (electric cord, belt buckle).
   - b. Unexplained burns:
     1. Cigar or cigarette burns, especially on soles of feet, palms, back, and buttocks.
     2. Immersion burns (doughnut shaped) on buttocks or genitalia.
     3. Rope burns on arms, legs, neck, or torso.
   - c. Unexplained fractures:
     1. To the skull, nose, or other facial structures.
     2. Fractures in various stages of healing, indicating repeated abuse.
     3. Multiple or spiral fractures indicating repeated abuse.
   - d. Unexplained lacerations or abrasions to the mouth, lips, gums, eyes, or external genitalia.
   - e. Sexual abuse may have occurred if the child has:
     1. Difficulty walking or sitting.
     2. Torn, stained, or bloody underclothing.
     3. Pain or itching in the genital area.
     4. Venereal disease, especially in pre-teens.
     5. Become pregnant.

f. Emotional maltreatment may have occurred if the child has:
   1. A speech disorder.
   2. A lag in physical development.
   3. Failed to thrive.

4. Behavioral Indicators of Child Abuse

a. Behavioral signs of physical aubse. The child demonstrates:
   1. Wariness of adult contact.
   2. Apprehension when other children cry.
   3. Extreme aggressiveness of withdrawal.
   4. Fear or parents.
   5. Fear of going home.

b. Behavioral signs of sexual abuse. The child demonstrates:
   1. Unwillingness to change for gym or to participate in P.E.
   2. Withdrawal, fantasy, or infantile behavior.
   3. Bizarre, sophisticated, or unusual sexual behavior or knowledge.
   4. Poor peer relationships.
   5. Delinquency or runs away.

c. Behavior signs of emotional maltreatment. The child demonstrates:
   1. Habit disorders by sucking, biting, or rocking.
   2. Conduct disorders indicated by antisocial or destructive behavior.
   3. Neurotic traits indicated by sleep disorders or inhibition of play.
   4. Psychoneurotic reactions, including hysteria, obsession, compulsion, phobias, hypochondria.
   5. Behavior extremes, ranging from compliant and passive to aggressive and demanding.
   6. Overly adaptive behavior that is inappropriately adult or infantile.
   7. Developmental lags (mental or emotional).
   8. Extreme depression or attempts suicide.

5. Dynamics of Child Abuse

a. Parents and other abusers were probably abused as children.
b. The abusers adopt the position that they are probably better off for the discipline they had.
c. The abusers usually have low self-esteem.
d. They are often isolated from neighbors, friends, and family.
e. They often distrust others.
f. They have a need to be in control.
g. Their expectations for the child's behavior are unrealistic.
h. They often label the child "stupid," "disobedient," etc.
i. They expect an immediate response to a demand.
j. They have low tolerance for frustration.
k. What triggers abuse:
   1. Any crisis: unemployment, divorce, etc.
   2. Personal loss or disappointment.
   3. The child may not meet parental expectations.
   4. When a child's behavior is not perfect, parents may see that as a reflection of their own imperfection.
   5. The child reaches an independent stage.

6. Community Support
   a. School systems can assume an active role in dealing with child abuse.
      1. Teachers and nurses are in a position to notice conditions of abuse and neglect.
      2. In 1984, California enacted the Maxine Waters Child Abuse Prevention Training Act.
         a. This act funded programs to teach children, preschool through 12th grade, to protect themselves from assaults of all kinds.
         b. Programs involve workshops for children, parents, and teachers.
   b. In most counties in California, the Department of Social Services has all the responsibilities for child abuse and dependent children. In a few counties, the Juvenile Probation Department has some involvement in this area.
      1. The Department of Social Services works very closely with law enforcement by providing child protection services and assessing reports of suspected child abuse.
      2. If the child is made a dependent of the Juvenile Court, DSS supervises the child for the court at home, in foster care, or in a licensed care facility.
      3. The agency also offers ongoing social services to the family and children, including referrals to needed treatment facilities.
   c. The Juvenile Probation Department investigates requests for Juvenile Court action.
      1. The Probation Department files dependency petitions with the Juvenile Court alleging that a child should be declared a dependent of the court.
      2. The Probation Department prepares studies for the court and recommends plans for the immediate and future protection of the child.
   d. The Juvenile Court has jurisdiction over a suspected case of child abuse. Children may be proclaimed "dependents" of the Juvenile Court if:
      1. There are in need of proper and effective parental care or control.
      2. They are destitute or not provided with the necessities of life.
      3. They are physically dangerous to the public.
      4. Their home is unfit by reason of neglect, cruelty, or physical abuse.
   e. Parental Stress Hotline
      1. Stressed parents can call the hotline to talk on the phone.
      2. Knowing someone is there to listen often takes away the urge for violence.
      3. Many crisis intervention agencies are listed on the first page of your local phone book.

In-Class Activities:

1. Have a counselor from Children's Protective Services come to class to talk about child abuse and counseling available.
2. Have students role-play a situation where they suspect that a neighbor or parent of a child is abusing the child.
3. Discuss discipline and punishment. Have students give examples of each and distinguish between abuse and discipline.

Self-Study:

1. Have students with children ask them "What if" questions to build their confidence in handling dangerous situations. Ask the child things like: "What would you do if..."
   - Your bike broke down and a stranger offered you a ride home?
   - The babysitter did something to you you didn't like?
2. Have students teach their children how to call collect from pay phones in emergency situations. Include teaching them local emergency numbers, and numbers where they can reach a parent or other adult who can help them.

Evaluation:

1. Students with fairly good English skills can be given a short answer or essay test on child abuse: physical and emotional signs, dynamics of abuse, reporting, etc.
2. Have limited-English speaking students make a list or match appropriate child care and discipline strategies with a variety of situations. What are the basic life necessities in clothing, food, and supervision? What are some non-abusive ways of dealing with discipline? (See also the unit on Changing Children's Behavior.)

Resources:

Pamphlets:

Child Assault Prevention
KGO-TV San Francisco

Information Regarding Child Abuse
Asian Law Alliance
184 E. Jackson Street
San Jose, CA 95112-5153
(408) 287-9710

To Combat Child Abuse and Neglect
Public Affairs Pamphlet #508 (35c)
381 Park Avenue, South
New York, NY 10016

VOICE Bibliography:

Being A Parent: Unchanging Values in a Changing World
The Caring Parent
Child Development and Child Health: Health and Safety
Exploring Childhood

Generation Rap: The Parents and Kids Game
Preventing Child Abuse
Parents' Yellow Pages
Understanding Parenthood: Children
Your Child's Self Esteem: The Key to His Life

VESL Bibliography:

Cam-La-Vie Associates, "Refugee Orientation Tapes."
Follett Basic Skills. "Follett Coping Skills Series."

TOPIC: CRISIS SITUATIONS

Learning Objectives: The student will:

1. Know what resources are available to help cope with crisis and stressful situations.
2. Know coping strategies for dealing with crisis.
3. Know some of the common elements of specific crises such as : unemployment, divorce, death, and drug and alcohol abuse.

Suggested Content:

1. Accessing Resources for Dealing with Crises
    a. The key is to recognize symptoms of a crisis early.
        1. A crisis creates a state of imbalance.
        2. It represents a severe change in circumstances.
    b. Personal Resources
        1. The importance of individual resources varies with people and families according to their life cycle stage. For example, at one stage money as a resources may be more critical than at another stage; contacts with people in the community may be more important after children are grown than at an earlier stage.
        2. Communication, money management, social support systems, personality, and health issues are among the personal resources that can help with coping.
    c. Community Resources
        1. It's important to know how to find appropriate help in the community.
        2. The United Way in your community publishes a Directory of Human Resources called HELP.
            a. Community agencies are listed alphabetically.
            b. They are also listed according to topic, which makes it easier to find help when you have a problem, but don't know names of agencies.
            c. With each agency there is a description of services performed, hours of business, eligibility, etc.
        3. Your local Department of Social Services can usually provide referrals to appropriate agencies.
2. Coping Strategies
    a. Response to change often calls for creativity and new behavior.
    b. It is important to assume "we are not a victim of circumstances, but of our interpretation of them."
        1. Blaming, self-pity, denial "if-only" don't help with coping.
        2. Assuming responsibility for making what you choose out of each situation will give a sense of power.
    c. Coping strategies involve:
        1. Resources--attitudes and skills, intellectual and interpersonal.
        2. Coping Styles--preferences for problem solving.
            a. Reframing--change the meaning of the situation by looking at it another way.

      b. Passive appraisal--a wait-and-see attitude.
        1. Families in the later life stages use this more than younger families.
        2. It involves letting things take their course.
        3. Passiveness usually is not appropriate for dangerous, life-threatening situations, but can be helpful for stressors that are longer term, irritating, and that are alleviated through patience.
      c. Cognitive appraisal--attempting to make sense of or to intellectually rationalize the event.
        1. This can give a sense of confidence that one's environment is understandable.
        2. It is necessary to reframe situations and also to avoid assuming a victim's role.

4. Specific Crisis Situations
  a. Unemployment
    1. The average person changes career directions seven times in a lifetime.
    2. Employability is related to self-esteem and social status.
    3. Unemployment (self-determined or due to employer decisions) involves:
      a. Financial pressures.
      b. Social attitudes of friends and the community which can lower self-esteem.
      c. Uncertainty about the future.
    4. It may be important to get employment counseling.
      a. The Department of Employment can provide this.
      b. Independent employment counselors and agencies will help you job search for a fee.
      c. Career counseling offered through community colleges can be helpful.
  b. Divorce
    1. Divorce shakes the confidence and trust of all parties involved.
    2. It involves establishing a new identity and lifestyle.
      a. This can be financially, as well as emotionally unsettling.
      b. It takes time to establish a new lifestyle.
    3. If children are involved, single parenting becomes a challenge, both for the custodial parent and the parent who lives away from the family.
      a. It is important to inform children prior to the separation.
      b. Give them basic information about what's happening and why without revealing unnecessary, damaging details.
      c. Take responsibility for ending the marriage.
      d. Make a clean psychic break.
        1. Giving children unrealistic hope by continuing to see or "date" your ex-spouse keeps them from accepting the reality of the divorce.
        2. Do not "hate-program".

            - a. Children don't want to hear about, nor do they feel comfortable with divided loyalties.
            - b. Negative statements and feelings about one parent or the other are confusing and undermine the child's self-esteem.
    - 4. The stages in dealing with divorce are similar to those of dealing with physical death:
        - a. Denial--refusal to deal with the reality of the situation.
        - b. Anger/Guilt--Why is this happening to me? What have I done?
        - c. Grief--acknowledging the reality.
        - d. Regrouping--getting on with one's life.
    - 5. There are many community agenices available that provide counseling.
- c. Death
    - 1. Whether sudden or expected, survivors experience loss and grief, and go through the stages described in Divorce.
    - 2. It is important for all persons to be able to mourn freely and completely.
    - 3. Children should be allowed to attend funerals, express feelings, be exposed to sadness, etc., so they can understand the realities of death and go through the mourning stages.
        - a. Children can be prepared for understanding death by not sheltering them when it occurs.
        - b. Also, allowing them to own and care for pets with short life spans, such as fish, can demonstrate that death is final and irreversible.
- d. Suicide
    - 1. There are a lot of myths:
        - a. People who talk about suicide don't commit suicide. Fact: Four out of five people who commit suicide have previously given clues of their intention to do so.
        - b. You must never say the word "suicide" to someone you suspect to be suicidal. Fact: Facing them with the word will not affect their decision one way or the other.
        - c. Suicidal people are fully intent on dying. Fact: Most suicidal people are undecided about living or dying and they gamble with death, leaving others to save them.
        - d. A tendency to commit suicide is inherited. Fact: This only applies to family scripts which people have accepted as true. (A script is an attitude or belief that people accept as true.)
        - e. All suicidal individuals are mentally ill; suicide is always the act of a psychotic person. Fact: Studies indicate that suicidal persons are extremely unhappy, but not necessarily mentally ill.
    - 2. Danger signs of suicide:
        - a. A previous attempt.

  - b. A suicide threat or other statement of a desire to die.
  - c. Getting one's affairs in order.
  - d. Personality changes or odd behavior.
  - e. Mental depression.
  - f. Tendency towards isolation.
- 3. Where to get help:
  - a. Suicide and crises services.
  - b. Mental health centers.
  - c. Hospitals.
  - d. Family physicians.

e. Drugs and Alcohol Abuse

- 1. Never underestimate your power as a parent.
  - a. Recent studes show that parental influences have the greatest effect on preventing drug and alcohol abuse before children reach adolescence.
  - b. Family influences and parental example tend to outlast peer influences.
- 2. It is important to keep communication lines open.
- 3. It is also wise to:
  - a. Seek information on drugs--be informed.
  - b. Make it clear that you will not allow your child to use drugs and that your attitude is out of love for them.
  - c. Back up your rule against drugs with clear, consistent rules regarding behavior. Enforce these rules.
- 4. Be alert for signs of drug use:
  - a. Changes in personality and appearance, such has noticeable lack of interest in formerly rewarding activities, abruptly increased frustration levels, frequent vague and withdrawn moods, and changes in eating and sleeping habits.
  - b. Physical evidence such as paraphernalia or the smell of alcohol or marijuana.
  - c. Secret phone calls and meetings; peculiar secrecy about possessions.
  - d. Sudden weight loss.
  - e. More frequent borrowing of money; stealing.
  - f. Forming new friendships, particularly with those you know use drugs.
- 5. Be prepared to ask your child about drug use in an open, non-threatening way.
- 6. Do not try to communicate when he/she is on drugs. Your message is unlikely to get through.
- 7. Spend time with your child in a healthful, active, and satisfying way, such as with family activities.
- 8. Form a parent support group.
  - a. Forming a united front gives strength, credibility, and consistency of efforts.
  - b. The ideal time to form the group is when the child is in the 7th or 8th grade--this is when many children encounter drugs.

        c. An effective approach is to establish uniform rules for children. This puts a stop to the familiar "But everyone else does".
9. For more information, call Action/Pride, the National Family Resource Center at 1-800-241-7949, or the National Federation of Parents for Drug Free Youth at 1-800-554-KIDS.
10. Kinds of Drugs Used:
    - a. The most commonly abused drug is alcohol; then nicotine; third marijuana.
    - b. Cocaine:
        1. Comes from leaves of the cocoa plant.
        2. Usually it is taken by "snorting" or inhaling through the nostrils.
        3. It can also be smoked in a form called "freebase".
        4. The effects last for short periods. An intense "high" is followed by an equally intense "low" (down).
        5. With heavier uses, there are hallucinations, other signs of mental disturbance, and convulsions and death can occur.
    - c. PCP:
        1. This is also know as "angel dust".
        2. It was originally developed as an animal tranquilizer and anaesthetic.
        3. It distorts reality. Users can become highly destructive towards self and others and exhibit bizarre and violent behavior.
        4. It is usally smoked in tobacco or marijuana cigarettes (superpot).
        5. It is also sold as a substitute for other drugs.

In-Class Activities:

1. Invite a speaker from P.A.C.E. (Prevent Alcohol Abuse Through Community Education) or from the Drug Abuse Bureau (both are part of your local Health Department) to come to class to answer questions about alcohol and drug abuse.
2. Have students role-play crisis situations, such as a parent-child interaction where the parent suspect the child of using drugs; a situation where one person suspects a child or friend is suicidal.

Self-Study:

1. Have students write a list of attitudes and beliefs they've heard about: unemployment, divorce, death, suicide, drugs. They should then describe how these attitudes have changed as a result of class discussion and study.
2. Have students list what they consider to be personal resources and coping strategies they use for dealing with crises and give examples of when they've used each, noting the perceived success of these resources.

Evaluation:

1. Grade Self-Study assignments.
2. Create a hypothetical situation such as a teenager using drugs or contemplating suicide, death of a family member, a divorce or loss of job. Ask students to list appropriate personal resources, ciping strategies, and possible sources of community help.

Resources:

Pamphlets:

About Suicide
What Every Teenager Should Know About Alcohol
Scriptographic Booklets
Channing L. Bete Co., Inc.
South Deerfield, Maryland 01373
1-413-665-7611

Dusted Facts About PCP
Pot--A Guide For Teens
D.I.N. Publications
P.O. Box 5115
Phoenix, Arizona 85018
(602) 257-0797

It's Up To You
Blue Cross and Blue Shield Association
676 North St. Clair
Chicago, Illinois 60611

Tips For Stressed Parents
Adult and Child Guidance Clinic
950 West Julian Street
San Jose, CA
(408) 292-9353

VOICE Bibliography:

Being A Parent: Unchanging Values in a Changing World
The Caring Parent
Family Life: Parenthood
Family Living and Parenthood Education Levels I and III
Generation Rap: The Parents and Kids Game
How To Raise Children's Self Esteem, How To Raise Teenagers' Self Esteem, How To Discipline Without Feeling Guilty, How To Teach Children Responsibility
Midlife and Seminars For Adults on Lifecycle Issues
Parents and Teenagers: Getting Through To Each Other
Problems Parents Face
P.E.T. Parent Effectiveness Training
Parents' Yellow Pages
Peoplemaking
Raising Children In A Difficult Time: A Philosophy of Parental Leadership and High Ideals

Systematic Training For Effective Parenting
Your Child's Self Esteem: The Key To His Life

TOPIC: DEALING WITH ANGER

Cross Reference: Talking and Listening to Children

Learning Objectives: The student will:

1. Recognize symptoms of anger.
2. Know some of the reasons for anger and recognize issues related to conflict.
3. Know effective ways of expressing and dealing with anger.

Suggested Content:

1. Symptoms of Anger
    a. Sarcasm and verbal attacks.
    b. Depression:
        1. Anger turned inward leads to depression.
        2. The energy it takes to suppress the anger makes us have low energy.
    c. Negativism.
    d. Guilt:
        1. Because society tells us it's not okay to be angry, we often feel guilty about anger.
        2. A kind of "reaction-formation" that is an opposite feling to what we really feel disguises our anger.
    e. Mutism:
        1. This is not talking, especially to those we are angry at.
        2. Giving others the "cold shoulder" is a variation of this.
    f. Self Sabotage:
        1. Accident-proneness.
        2. Inability to accept success; some people work very hard to achieve something, then proceed to "blow it".
        3. Overeating, drinking, etc.
    g. Subtle Sabotage:
        1. Chronic borrowing and not returning things to their owner.
        2. Lateness.
        3. Gossiping.
    h. Inability to sleep (insomnia) or sleeping long periods of time.
    i. Auto Poison:
        1. Taking anger out while driving.
        2. Impatience, when it's not appropriate.
    j. The Martyr Syndrome:
        1. Collecting injustices; keeping a record of all the things "done to you".
        2. Guilt induction: "After all I've done for you..."
2. When We Don't Recognize Anger, We Build An Anger Slush Fund (An accumulation of angry feelings)
    a. Putting anger down:
        1. Some people feel that they should be "above anger".
        2. Getting angry is thought to be petty and not worth the time.
    b. Putting anger off:

        1. Waiting until another time to express anger can be good, if it's dealt with later, but most people just collect the angry feelings.
    c. Putting anger on:
        1. Many people will scapegoat the problem on a less threatening person or object. (Arguing with your spouse or kicking the cat are examples.)
    d. Diluting anger:
        1. This is based on the premise that rational, civilized people keep cool.
        2. Watering the anger down and making less intense the feeling with messages such as "I'm irritated." "I'm upset." are examples. A truer statement of feeling would be: "I'm angry."
    e. Freezing anger:
        1. This is not experiencing the anger at all.
        2. Not getting angry would be good, but other emotions get frozen, too.

3. Some Reasons For Anger
    a. In Children:
        1. Toilet training, especially if the parent is overly demanding too early.
        2. Learning that needs don't always get met and that we can't always do what we wish. (Reality Principle, according to Freud.)
        3. Arrival of siblings and jealousy about having to vie for parental attention.
        4. Competitive situations and being compared, especially to siblings.
        5. Not feeling that one is being listened to.
        6. Not being taken seriously or allowed to make decisions.
    b. In Adults:
        1. Frustration from life's pressures: work, money, family, etc. can cause anger.
        2. Competition and lack of adequate opportunities.
        3. Pressure to achieve the "All-American life."
        4. When needs are in conflict with what others expect or want from us.

4. Expressing and Dealing with Anger
    a. The way we deal with anger and conflict depends upon our ability to recognize the symptoms.
    b. For some, anger brings rewards.
        1. It may help us manipulate others into doing what's desired.
        2. Anger makes others fearful and brings a sense of power and control.
    c. Expression of anger (and other emotions) depends upon our family system of rules.
        1. Open system--members are allowed to express both positive and negative feelings.
        2. Closed system--negative feelings, as well as many other topics, are "off limits."

- d. When dealing with conflict, it's important to consider:
    1. Content--the message and how it may possibly affect the listener.
    2. Timing--It's critical that the issue be dealt with at the appropriate time.
    3. Climate--Also consider the emotional bond existing between the people at the time.
- e. Expressing Anger:
    1. Don't let the feelings build up.
        - a. It's better, if possible, to deal with things as they come up.
        - b. Warm anger--little time between the stimulus and the response. Responding immediately keeps the anger from building.
    2. Express the feeling to the person(s) responsible or seen as the cause, without blaming them.
        - a. Use of "I" messages puts the responsibility for feelings on the sender: "I feel really angry when I have to keep picking up all these clothes."
        - b. Refer to Dr. Thomas Gordon's Parent Effectiveness Training for details on "I" messages.
    3. If it's not possible too express the anger, find outlets:
        - a. Hobbies.
        - b. Sports.
        - c. Activities that you enjoy.

In-Class Activities:

1. Have students role-play a variety of situations where there is conflict and anger. They should:
    - a. Identify the issue.
    - b. Express their feelings using "I" messages.
    - c. Evaluate the outcome or resolution.
2. Make up hypothetical situations where there is conflict. Have students identify and discuss:
    - a. The issue.
    - b. Possible approaches to dealing with the conflict.

Self-Study:

1. Have students make a personal diary or account of times when they didn't either recognize their anger or express it openly. What was the outcome?
2. Have students change the list of "you" messages at the end of the Talking and Listening To Children unit to "I" messages. Bring them to class for discussion.

Evaluation:

1. Grade Self-Study exercises.
2. Give students with fairly good English skills a case study that involves conflict and anger. Have them write an essay, identifying the issue and listing possible approaches to resolving the conflict, with specific examples.

Resources:

VOICE Bibliography:

Child Development and Child Health: Love and identity
Exploring Childhood
Parents and Teenagers: Getting Through to Each Other
Problems Parents Face
P.E.T. Parent Effectivenesss Training
Peoplemaking
The Responsive Parent: Meeting the Realities of Parenthood Today
Six Weeks to Better Parenting: The Complete Guide for Creative Raising Children Two - Twelve
Systematic Training For Effective Parenting
Understanding Parenthood: Children
Understanding Parenthood: Family Relationships

TOPIC: DEVELOPING SELF ESTEEM

Learning Objectives: The student will:

1. Know the characteristics of good self esteem.
2. Identify signs of poor self esteem.
3. Know what parents can do to help develop positive self esteem in children at various stages of childhood.

Suggested Content:

1. Characteristic of Good Self Esteem
    - a. The individual expects a positive response from life.
        1. Is optimistic.
        2. Feels valued by others.
    - b. The person is open and not afraid to take risks.
        1. Views change as a growth opportunity.
        2. Is not afraid to reveal self to others.
    - c. Happiness is not conditional.
        1. A bad day doesn't spoil the feeling of being okay.
        2. Conversely, a happy mood is not dependent upon a sunny day.
    - d. The person's response to others is authentic.
        1. There is no attempt to put on a different face for different people or situations.
        2. The person reacts spontaneously to people and situations
    - e. The individual accepts self and others.
        1. Is uncritical and nonjudgmental.
        2. Allows others to be who they are.
2. Signs of Poor Self Esteem
    - a. The person is negative.
        1. Doesn't expect things to work out in a positive way.
        2. Is pessimistic.
        3. When defeated, feels desperate.
    - b. The individual is closed to others.
        1. New ideas and new ways are seen as unnecessary or threatening.
        2. Is not willing to reveal self to others because of lack of trust.
        3. Response is calculated: They often act to placate others or to manipulate.
    - c. The individual feels worthless or not valued as a person by others.
    - d. Their happiness is conditional.
        1. If things are going okay, their attitude is positive.
        2. If not, the world is bleak.
3. Developing Self Esteem
    - a. Infancy:
        1. Bonding
            - a. Touching and close physical contact are very important for bonding to occur.
            - b. Eye contact lets the infant know he's important.
            - c. "Motherese"--baby talk; cooing, babbling and smiling encourage bonding and help with language

development.
    2. The parent should respond to the infant's physical needs.
        a. This creates for the infant a sense of predictability and power to get others to respond.
        b. It gives the messge that all is okay and the environment is positively responsive.
- b. Toddlerhood:
    1. Allow children to explore their environment.
        a. This gives them a sense of independence.
        b. It also gives a sense of mastery or competency.
    2. Discipline children's actions but leave their self esteem intact.
        a. Make the distinction between children's feelings and their actions.
        b. Put the emphasis on positive reinforcement rather than always drawing attention to negative actions.
- c. Preschool Years:
    1. Listening intelligently is one of the finest strokes you can give.
    2. Remember there is a difference between praise and flattery.
        a. Reward for actions that are honestly deserving of acknowledgement.
        b. Flattery has an element of dishonesty and the child will begin to feel incompetent or that the parent's judgement is faulty.
    3. Avoid labeling.
        a. Labels often define how we feel about ourselves.
        b. Labels discourage attemtps for new behavior.
        c. Labels stay with us for a very long time and are difficult to change.
    4. Allow expression of both negative and positive feelings.
        a. If children feel negative but aren't allowed to express this or are told that they are bad, their self esteem suffers.
        b. Negative feelings, if expressed at the time, don't build and contribute to the anger "slush fund".
- d. School Age Years:
    1. Avoid comparing one child's behavior to another's.
        a. The school years involve a lot of judgements: from teachers, peers, etc.
        b. There is a sense of being in competition with age mates: for grades, for friends, for skills acquisition.
    2. Reserve adolescent behavior for adolescence.
        a. The pre-teen peer group is largely segregated by sex.
        b. Parents and the media often try to push school age children into dating and other more adult activities.
    3. Know what's happening and what's expected in your child's classroom.
    4. Help children develop their potential.

        - a. If there's a creative activity they show ability to do, encourage them.
        - b. Having some thing(s) they can do well will help them feel better about themselves.
    - 5. Teach your child not to be overly critical of themselves or others.
        - a. Putting self and others down becomes a bad habit.
        - b. It structures how we feel about ourself and others.
    - 6. Avoid overprotection and dependency.
        - a. We all need to know what our capabilities are.
        - b. Doing things unassisted gives children a sense of competence and therefore, better self esteem.
- e. Adolescence
    - 1. All of the previously mentioned considerations are still important.
    - 2. Avoid making adolescents feel, act, or dress signficantly different from their peers.
        - a. The peer group helps them form identities apart from their families.
        - b. The peer group is a powerful socialization agent. It is important for adolescents to feel accepted.
    - 3. Examine your own values.
        - a. Are you expecting one mode of behavior but demonstrating another?
        - b. It's also important for adolescents to begin to establish their own values.
    - 4. Avoid giving double messages.
        - a. Expecting responsibility without giving corresponding appropriate privileges.
        - b. Many parents have ambivalence about their adolescent growing up. They often communicate: "You're too young to, but you should be more responsible."

In-Class Activities:

1. One way to get students actively involved in this topic is to have them orally contribute to making a list of characteristics of high and low self esteem. This can be done as an introduction to the topic. The teacher can add anything from the class notes that are not mentioned.
2. Role-playing of parent-child interactions, emphasizing enhancing the child's self esteem is helpful. Have students pay close attention to verbal messages and body language.

Self-Study:

1. Have students make a diary of childhood experiences that they feel enhanced their self esteem and other experiences that lowered their self esteem.
2. Have students ask friends or family members to list characteristics they perceive in the student that reveal positive or negative self esteem. (This is to give an objective, outside viewpoint.)

Evaluation:

1. Describe six or more characteristics of a person who has poor self esteem. Ask students to identify the outward signs and tell how this person's self-concept influences their own behavior. Have them describe their behavior in detail. This can be either an in-class or take-home project.
2. If the teacher has a good rapport with the students, the personal diary assignment can be handed in and graded for completeness.

Resources:

VOICE Bibliography:

Being A Parent: Unchanging Values in a Changing World
Black Child Care - How To Bring Up a Healthy Black Child In America: A Guide to Emotional and Psychological Development
The Caring Parent
Child Development and Child Health: Love and Identity
Combined Roles: Homemaker and Wage Earner Roles in Secondary Home Economics Programs
Family Education Curriculum Guide
How To Raise Children's Self-Esteem, How to Raise Teenagers' Self Esteem, How to Discipline Children Without Feeling Guilty, How to Teach Children Responsibility
Parenting Booklets
Peoplemaking
Raising Children in a Difficult Time: A Philosophy of Parental Leadership and High Ideals
The Responsive Parent: Meeting the Realities of Parenthood Today
The Roots of Love: Helping Your Child Learn to Love in the First Three Years of Life
Your Child's Self Esteem: The Key to His Life

TOPIC: DEVELOPING THINKING SKILLS

Learning Objectives: The student will:

1. Know Piaget's four stages of cognitive (intellectual) development and how these stages help adults to understand children's capabilities at each stage.
2. Understand how play functions to help develop cognitive skills.
3. Understand some ways to stimulate children's intellectual growth.

Suggested Content:

1. Piaget's Stages of Intellectual Development
    a. Sensorimotor Stage
        1. Stage One includes birth to one month of age.
            a. The infant begins to form mental schemas (organized patterns of perception) involving sucking activities.
            b. Most activity in this stage is reflexive.
        2. Stage Two (one to four months)
            a. The infant repeats actions that bring gratification and pleasure.
            b. They begin to develop variations on reflexive activity: he learns to suck differently on a pacifier than on a nipple.
        3. Stage Three (four to eight months)
            a. The infant becomes aware of the external environment.
            b. They begin to intentionally duplicate an activity involving objects: making a sound by shaking a rattle.
            c. They can interrupt an act and then return to it.
            d. They begin to develop object permanence: understanding that an object continues to exist even when it can no longer be seen.
        4. Stage Four (eight to twelve months)
            a. The infant can apply things he's learned to new situations.
            b. The infant can manipulate objects with precision and control.
            c. They can cope with problems such as looking for an object under a pillow.
            d. They can imitate actions seen earlier (such as something seen a day before).
        5. Stage Five (twelve to eighteen months)
            a. They begin to perfect locomotor abilities.
            b. "Little Scientist"--interest in exploration, experimentation, novelty.
            c. He engages in constant manipulation of the world.
        6. Stage Six (eighteen to twenty-four months)
            a. Thought replaces activity. They can engage in mental trial and errors, rather than running through a series of physical actions to find a solution.
            b. They hesitate and think before solving a problem.

- b. Preoperational Thought Period (two to five years)
  - 1. They are basically egocentric.
    - a. They can't imagine viewing a scene from any vantage point other than the one they're looking at.
    - b. They take little notice of what others think.
    - c. They often believe that they can't be seen by others if they close their eyes to them.
  - 2. They believe the static picture and don't connect past with present and present with future.
  - 3. Their thinking is distorted by attending to only one feature of an object.
    - a. They can't appreciate that a volume of water doesn't change by pouring it into a different sized container, even when no liquid is added or taken away.
    - b. Other problems of mass and area are confusing because they can be misled by visual clues. (e.g., a ball of clay isn't less or more if you change its shape.)
    - c. They can't reverse their thinking and are caught in the present--what they see and hear now.
  - 4. They're animistic.
    - a. They attribute life qualities to inanimate objects, such as clouds, trees, etc.
    - b They may think something is living because they aren't familiar with the meaning of living.
  - 5. They lack a sense of differentiation--they may say that something "smells green".
- c. Concrete Operational Period (School Years)
  - 1. They can decenter.
    - a. They see that changes in one dimension can be offset by changes in another.
    - b. They can solve problems of water volume, mass, and area.
  - 2. They can reverse their thinking and are not stuck in the present.
  - 3. They can arrange things in a sensible order.
    - a. This is called seriation.
    - b. Sticks and other objects can be put in decreasing or increasing length.
  - 4. They can classify objects.
    - a. Grouping on the basis of a common trait is possible.
    - b. They can also appreciate that an object can belong to more than one class--for example, a bead can be red and also wooden.
  - 5. They can deduce a new relationship from a set of earlier ones.
  - 6. They are guilty of cognitive conceit.
    - a. When children discover that adults do not know everything, they often assume adults know very little.
    - b. If an adult is wrong in one thing, children figure they must be wrong in everything.

        - c. If the children are right in one thing, they feel they must be right in everything.
    - d. Formal Thought (adolescence on)
        - 1. They can think in abstract symbols.
        - 2. They don't get stuck with perceptions or conclusions as does the preschooler or school age child.
        - 3. They can take into account all premises or pertinent information.
        - 4. They can think about their own thinking.
        - 5. Adolescents explain things, school age children describe them.
        - 6. Adolescents begin to build theories. Adolescents are concerned with what could be. This causes them to be idealistic.
        - 7. They realize that hypotheses are arbitrary. They know that thoughts are reversible and replaceable.
        - 8. Because they think about the thoughts of others, adolescents construct imaginary audiences. They get the feeling of being the focus of attention.
        - 9. They often project--imagine people as having thoughts which they don't have or are in reality their own.
- 2. How Play Functions to Help Develop Cognitive Skills
    - a. It develops children's minds and bodies by giving them the opportunity to experiment with multiple possibilities of situations.
    - b. According to Piaget, play helps to develop association of objects and events and object permanence.
    - c. Play encourages trial and error behavior.
    - d. Play exposes the child to reality--such as toys breaking or being taken away.
    - e. Fantasy often gives solutions to problems; problem solving ability is enhanced.
    - f. Infant play involves:
        - 1. exploration.
        - 2. manipulation of objects.
        - 3. experimentation with sounds (language development).
    - g. Toddler play involves:
        - 1. mainly parallel--side by side with other children, but not cooperative.
        - 2. observing others and asking questions.
        - 3. motor skills development, which is correlated with cognitive development.
    - h. Preschool play involves:
        - 1. mainly dramatic play: The child imagines being certain people and doing certain things.
        - 2. Without developing images as representations, children would stay in the sensorimotor stage of intellectual development.
            - a. They imagine or form mental images of past actions.
            - b. They imitate actions of others.
    - i. School age play involves:
        - 1. cooperative play.
        - 2. goal-orientation.

        3. Sociodramatic play: Children want to reproduce the world as they understand it.

3. Ways to Stimulate Intellectual Development
    a. Encourage children to do tasks, etc. that are within their developmental level.
    b. Talk and listen intelligently to them.
        1. This says that what they have to say is important.
        2. Verbal children usually have verbal parents.
        3. They will have many questions to answer; don't dampen this curiosity by ignoring them.
        4. Read to them and encourage their participation in the story.
        5. Encourage them to tell stories.
            a. Write their stories down.
            b. Read them back to the children. (They'll begin to "read" with you.)
        6. Encourage curiosity, exploration, and discovery. Intelligent people are usually very inquisitive.
        7. Provide them with a wide array of materials and toys that teach. (See Resource section.)
        8. Help develop their senses.
            a. Expose them to a variety of smells, sounds, tastes, things to look at.
            b. The greater their experience with the world, the better their comprehension.
        9. Give children responsibility.
            a. This develops their self esteem and independence.
            b. Having to be responsible requires memory development.

In-Class Activities:

1. Introduce students to methods of developing children's senses. Have them make a list of things children could match by using their sense of: smell, touch, hearing, taste, sight. Bring in examples for each sense.
2. Show some of the filmstrips listed under Resources. There are some especially good ones on play, toys, and literature.

Self-Study:

1. Have students make a game that requires matching, using one of the senses other than sight. They will need two of everything; for example, two identical containers of ginger, cinnamon, etc. Cover the containers, punch small holes, for children to smell. They should then try to match the smells. Record the results.
2. Have students observe a group of toddlers or preschoolers at play. They should record activities and peer interaction, when it occurs. Hand in a report on this activity.

Evaluation:

1. Grade Self-Study projects.

2. Have students match stages of intellectual development with capabilities. This can be done with matching questions or with fill-in or short answer questions.

For example:

_______	Stage 4, Sensorimotor Period	1.	Can solve volume & mass problems.
_______	Concrete Operational Period	2.	Can manipulate objects with precision and control.
_______	Preoperational Thought	3.	He attributes life to non-living objects.

Resources:

Video: (Filmstrips)

The Importance of Play
Play and Learning About the World
Play and Parent-Child Relations
Play and Peer Relations
The Beginnings of Imaginative Play
Sensorimotor Games
Games of Imitation and Pretending
Games With Themes
Playing Grown-Up, Developing Creative Thought in Children
Treasure House of Toys

Filmstrip/Cassettes:
(Spanish only)

Learning Begins At Home
Our Language, Our Culture, Ourselves

From Home To School
Adventures In Learning

English & Spanish:

The Parent As A Teacher of Language Development
The Parents Role In Creative Play (series)

1. Providing the Environment.
2. Observing, Participating and Stimulating
3. Helping Children Through Make-Believe
4. Coping With Special Times
5. The Playful Adult

Available through:
Community Coordinated Child Development Council of Santa Clara County
160 E. Virginia Street #200
San Jose, CA 95122

(408) 947-0900
Ask to speak to the librarian.

VOICE Bibliography:

Child Care: Challenges and Rewards
Child Development--The Prenatal Period and Infancy
Help Your Baby Learn
Preparing the Child for Learning
The Responsive Parent: Meeting the Realities of Parenthood Today
See How They Grow--Concepts in Child Development and Parenting
Six Weeks to Better Parenting: The Complete Guide for Creative Raising of Children Two - Twelve

TOPIC: DRUG AND ALCOHOL EFFECTS DURING PREGNANCY

Learning Objectives: The student will:

1. Know the general effects of drugs, chemicals, and physical agents which may be harmful to an unborn child.
2. Know the characteristics of the fetal alcohol syndrome.
3. Know the effects of smoking during pregnancy.

Suggested Content:

1. General Effects of Drugs, Chemicals, Etc. on the Unborn Child
   a. The placenta (the disc-shaped organ containing maternal and fetal blood vessels) does not act as a filter for harmful agents.
      1. Everything the mother eats and drinks gets to the fetus through the placenta.
      2. Some things "pile up" in greater concentrations in the fetus than to the mother, because the fetal liver is smaller and less able to handle substances.
   b. Timing
      1. Most birth defects are caused during the first twelve weeks of pregnancy when the baby's body, arms, legs, internal organs, and brain are being formed.
      2. The same drug taken at another time in pregnancy might not be harmful.
   c. Teratogens are any environmental agent which harms a developing embryo or fetus.
      1. Included are viruses, drugs, chemicals.
      2. The California Teratogen Registry is a statewide program which offers information about the effects of substances on an unborn child to pregnant women, physicians, and other interested individuals.
2. Effects of Antacids, Antibiotics, Aspirin and other Analgesics, Caffeine, Laxatives, Narcotics, Hallucinogens and Amphetamines, Prescription Drugs, and Vitamins
   a. Antacids
      1. Usually harmless unless you must be on a low-sodium diet. (Antacids contain sodium bicarbonate.)
      2. Regular use can decrease iron and B12 absorption by reducing the acidity necessary for proper absorption.
      3. Aluminum-containing antacids decrease the absorption of phosphate and fluoride by forming insoluble complexes with these minerals. This can lead to osteomalacia, a bone mineral depletion syndrome.
   b. Antibiotics
      1. Tetracycline may cause discoloration of your baby's permanent teeth and affect bone growth.
      2. Some sulfa drugs taken in late pregnancy disturb the baby's liver function.
      3. The doctor treating a stubborn infection should be informed that the woman is pregnant.

c. Aspirin and Other Analgesics
    1. In early pregnancy, an occasional aspirin should not be harmful.
    2. In late pregnancy, frequent use may disrupt a baby's blood-clotting mechanism and cause extra bleeding at delivery.
    3. Heavy use may delay the onset of labor.

d. Caffeine
    1. Some animal experiments indicate that high doses may increase the frequency of birth defects.
    2. Caffeine is found in many products, including coffee, tea, chocolate and cola drinks.

e. Laxatives
    1. Fiber foods such as bran cereals, raw vegetables and fresh fruits help to reduce constipation naturally.
    2. Mild laxatives used infrequently aren't harmful, but they can lead to dependency.

f. Narcotics, Hallucinogens and Amphetamines
    a. These drugs can have damaging effects on both the mother and child.
    b. Pregnant women with heavy drug demands neglect their own health, which increase their risk of having a sick baby.
    c. Babies can be born with severe addictions to these drugs and go through drug withdrawal after birth.

g. Prescription Drugs
    1. The National Institute on Drug Abuse estimates that at least two million women have serious problems with dependency on prescription medicine.
    2. A pregnant woman should discuss any use of prescription drugs at her first prenatal care visit.
    3. Some tranquilizers are known to increase a mother's risk of having a baby born with a cleft palate.

h. Vitamins
    1. Guessing at your own needs is dangerous.
    2. If you have a vitamin deficiency, a doctor knows the kind and quantity to prescribe.
    3. Many vitamins have interrelationships with other nutrients; an increase in one can increase the need for another.

3. The Fetal Alcohol Syndrome (F.A.S.)
    a. The baby can develop a special set of problems if the mother drinks during pregnancy: mental retardation, heart defects, growth deficiency, behavioral problems, facial abnormalities.
    b. There are different degrees of FAS and no one knows how much alcohol is too much.
        1. The best advice is to give up all alcohol during pregnancy.
        2. While the fetus is most vulnerable during the first few weeks of pregnancy, the risk of having a child with FAS decreases when the mother stops drinking.

c. Growth deficiency is one of the most common symptoms.
    1. Affected babies ar abnormally small at birth, especially in head size.
    2. These children never catch up on growth.
d. Most affected children have small brains and show degrees of mental deficiency.
    1. Many are poorly coordinated, have short attention spans and behavioral problems.
    2. Evidence to date shows that their I.Q. does not improve with age.
e. FAS babies usually have narrow eyes and low nasal bridges with short, upturned noses.
f. Almost one-half have heart defects, which in some cases require heart surgery.
g. There are an estimated 1,000,000 alcoholic women of childbearing age in the United States.

4. Effects of Smoking During Pregnancy
    a. Mothers who smoke heavily tend to have low-birthweight babies.
        1. Smoking slows the growth of the baby in the womb.
        2. Nicotine restricts blood vessels and breathing movements of the mother.
        3. Carbon monoxide reduces the oxygen level to the baby's blood.
        4. Vitamin metabolism is also disturbed.
    b. Seven year old children of mothers who smoked during pregnancy were shorter in average stature, tended to have retarded reading ability, and rated lower in social adjustment than children of non-smokers.
    c. Statistics show a direct correlation between smoking during pregnancy and the incidence of spontaneous abortion and stillbirth.
        1. Women who smoke a pack or more a day during pregnancy suffer about a 50% greater risk of infant mortality.
        2. Research shows that the added risks of infant death are eliminated if the mother stops smoking before her fourth month of pregnancy.

In-Class Activities:

1. Contact your local March of Dimes for use of the film: Alchohol: Crisis For The Unborn. The film Born Hooked, which stresses the need for prenatal care of mother addicted to herion or methadone and deals with the impact of withdrawal on the newborn, can also be obtained from March of Dimes, as can The One of Us, a two part film available for purchase. Part I focuses on hazards that affect the unborn baby: drugs, infections, smoking, alcohol and nutritional deficiencies. Part II focuses on other environmental hazards to fetal development: industrial pollutants, chemicals such as pesticides, and occupational hazards.

2. If you have a P.A.C.E. program (Prevent Alcohol Abuse Through Community Education), they may send a speaker on the Fetal Alcohol Syndrome. Look in your phone directory under Alcoholism Services Bureau--Health Department.

Self-Study:

1. Have students write a letter to their local senator or congressman regarding the need for better warning labels on drugs, stressing the possible birth defects which could be prevented if better information/education were available.
2. Using at least three examples, students should explain the statement: Using the wrong drug at the critical time could damage the baby's development. Include supporting information. This could be done as a library assignment.

Evaluation:

1. Letters to political representatives and the assignment that asks for examples and supporting information about drug use during pregnancy can be graded.
2. A test of short answer or matching questions can test students' understanding of substance effects on fetal development. For example:

__________ Aren't harmful if used infrequently.
__________ May increase frequency of birth defects.
__________ Pregnant women who take these often neglect their own health.
__________ At least two million women have serious dependency problems.

1. alcohol
2. antacids
3. antibiotics
4. aspirin
5. caffeine
6. laxatives
7. narcotics
8. prescription drugs
9. smoking
10. vitamins

Resources:

Pamphlets:

Birth Defects: Tragedy and Hope

Your Special Child

*D*A*T*A--Drugs, Alcohol and Tobacco Abuse During Pregnancy*

Pregnant? Before You Drink, Think....

Babies Don't Thrive in Smoke-Filled Wombs

Available from:
Your local March of Dimes or:
Supply Division
March of Dimes Birth Defects Foundation

1275 Mamoroneck Avenue
White Plains, New York 10605

Films/Videocassettes:

Alcohol: Crisis for the Unborn

Born Hooked

The One of Us
(For purchase: filmstrips/audiocassette $25; slides/audiocassette, $35)

Available from:
Your local March of Dimes

VOICE Bibliography:

Child Care: Prenatal Care
The Consumers Union Guide to Buying for Babies
Guide for Expectant Parents
Reaching Out to the Pregnant Teenager
Tomorrow Happens Today

TOPIC: INFANT CARE

Learning Objectives: The student will:

1. Know the normal physical state of the newborn.
2. Understand the infant's social and intellectual capabilities.
3. Know the advantage of breastfeeding and what the infant's diet should be during the first year.
4. Understand the skills helpful in parenting the infant.

Suggested Content:

1. Physical State of the Newborn
    - a. The average male infant weighs 7 1/2 pounds and is 20 inches long; females weight slightly less: 7 pounds on the average.
    - b. Infants use their reflexes to survive and to learn about the world. Those reflexes most commonly observed in the newborn are:
        1. breathing.
        2. sucking. These first three reflexes are survival
        3. withdrawal. reflexes.
        4. Moro-startle reflex; when the infant is approached too suddenly or hears a loud noise.
        5. Babinski-when the heel of the foot is stroked, the toes fan upward and outward.
        6. Crawling/swimming-when placed on their stomach on a flat surface, they will make crawling motions.
        7. Walking-when placed upright on a flat surface, the infant will make walking motions.
    - c. The majority of the first month or so of life is spent sleeping: 20 or more hours a day.
        1. The sleep varies from restful to active/semi-wakefulness.
        2. REM (rapid eye movement) stage of sleep accounts for about 50% of the sleep cycle and is necessary for brain development.
    - d. The heart rate is fast: about 120 beats per minute; breathing is rapid and shallow.
    - e. The neck and shoulders at birth are covered with a fine, downy hair: lanugo.
        1. This hair acted as an insulator during the prenatal period.
        2. It sloughs off during the first few weeks of life.
    - f. The infant's head has six soft spots called fontanels.
        1. These are covered by a very sturdy membrane and will close by 18 months of age.
        2. They allowed for compression of the skull as the baby made the way down the birth canal.
    - g. The infant's ability to regulate body temperature is limited.
        1. Therefore, the infant must be carefully dressed for the climate.
        2. The infant's extremities feel cool to the touch because their circulatory stems are concentrating on supplying blood to their vital organs.

h. They often have clogged sebaceous glands that cause white "pimples" on their faces: milia.
    1. These disappear as their body begins to function independently of the support from mom during the prenatal period.
    2. Don't attempt to squeeze these "pimples", as this could cause infection.

i. Sometimes they have red marks at the back of the neck (called "stork bite") or other parts of their body.
    1. These are caused by pressure of descent down the birth canal.
    2. They disappear after the first few months of life.

j. Sometimes infants will secrete milk or colostrum (pre-milk) from their breasts; females sometimes have a slight "menstrual" discharge.
    1. These are reactions to the mother's hormones received before birth.
    2. They will disappear spontaneously.

k. Nursing pads often develop on their lips from sucking at the breast or bottle.
    1. These may look dry and crusty.
    2. Don't attempt to remove them.

2. Infants' Social and Intellectual Capabilities

a. From birth (and possibly before) infants recognize voices and familiar sounds.
    1. Their heads will turn in the direction of voices and other sounds.
    2. They soon "habituate" to familiar sounds. They become accustomed to household noises and don't pay as much attention to them.

b. Infants a few weeks of age are able to imitate facial expressions; they will stick their tongue out or make other expressions they see in others.

c. They can see fairly well at a distance of 8 to 14 inches away from their face.
    1. It is known that they have depth perception at two months of age as tested by the "visual cliff" experiment where the infant is placed on a piece of plexiglass over a patterned surface, part of which is recessed. Their heart rate decreases, indicating attention. At six months, their heart rate increases, showing anticipation and probable fear.
    2. They like to look at faces and patterns of fairly detailed design.
    3. They are attracted to the primary colors (red, blue, yellow) but don't seem to discriminate among the pastels and more subtle colors.

d. After two months of age, infants become quite social.
    1. They smile in response to pleasure and people's voices and smiles.
    2. They engage in social interaction, especially with parents, by cooing and babbling in response to voice and facial expressions.

        3. Their first "playmate" is their parents, whom they look to for comfort, security, and pleasure.
    e. Intellectually, infants are in the Sensorimotor Stage.
        1. Piaget belives they learn about themselves and their world through the five senses and development of motor skills.
        2. Much of their energy during the first year is used learning to move, manipulate objects, acquiring language. They say their first real words other than "mama" or "dada" at approximately one year of age.
        3. They are curious and actively explore the surroundings.
            a. They first discover their hands and feet; then recognize familiar people.
            b. Then they begin to explore and interact with the larger environment.

3. Feeding the Infant
    a. The first food is milk. Mother's milk has certain advantages over formulas:
        1. It is available immediately and doesn't require preparation (although care of the breasts is essential), and is the proper temperature.
        2. It is raw and fresh and is less likely to cause allergies, digestive upset, or constipation.
        3. It contains valuable antibodies from the mother and gives the baby protection from illness.
        4. It contains more lactalbumin, a protein that digests easily.
        5. It has more polyunsaturated fats, which help to keep the baby's cholesterol level lower.
        6. The sucking required for breastfeeding (which is different from the bottle) helps develop dental arches, palates, and other facial structures.
        7. Breastfed babies are less likely to be overweight because the infants can adapt their intake to their needs; parents tend to overfeed bottle-fed babies.
        8. It helps with mother-infant bonding.
            a. The hormone, prolactin, which is active during lactation, causes animals to act more motherly and it is thought the same happens for humans.
            b. Feeding time brings physical and emotional enjoyment to both mother and baby.
    b. Adding solid foods:
        1. Breast milk is adequate for the first six months, but neither formula nor breastmilk is adequate in Vitamin C or iron.
        2. Rice is usually the first cereal introduced because it is least likely to cause allergies.
        3. Once the babies are consuming 8 ounces of milk at a feeding, they should be given solid foods.
            a. No more than 8 ounces of milk should be consumed at a feeding because "milk anemia" can develop since milk has a low iron content.
            b. Foods should be added slowly, one at a time, in case an allergy develops.

4. Many table foods can be put in the blender to make baby foods.
5. By the end of their first year, babies will be wanting to feed themselves.
   a. They will be able to drink from a cup.
   b. Finger foods that don't contain too much undigestible cellulose or skins, etc. that are difficult to chew are recommended.
6. Since infants are born with a preference for sweets, doctors recommend introducing vegetables and strained meats before exposing them to too many cereals and fruits.

4. Parenting Skills for the First Year
   a. Remember babies need to be loved.
      1. They need to be loved in order to learn to love in return.
      2. They feel loved if their physical needs are met and there is predictability and consistency in their care.
   b. What parents can do:
      1. Feed babies when they are hungry.
      2. Pick up babies when they cry.
      3. Hold them against your chest so they can hear your heart beat.
      4. Rock them gently.
      5. Sing to them.
      6. Cuddle them in a soft blanket.
      7. When they're in a good mood, enjoy them.
         a. Hold them so you can see each other's face.
         b. Look them in the eye and talk to them.
         c. Make faces at them and try to make the same sounds they make.
      8. As they get older, take them outside for walks in a carriage or stroller.
      9. Safety check your home for articles the babies could hurt themself with.
         a. Make sure toys and other object available to them are too big to be swallowed.
         b. Check pieces on mobiles, toys, etc.
         c. Take all dangerous products out of low places.
         d. Set aside some time each day when the baby can be active in a safe place.
      10. Let your baby get to see strange faces from your safe arms.
      11. Play peek-a-boo to show the baby that you can be gone from sight and come right back.
      12. Let babies feed themselves and decide when they really don't like a food.
      13. Let them crawl on the rug, hard floor, grass, and touch lots of safe things so they can learn about different feels.
          a. Allowing them independence develops their sense of what they can do.
          b. Learning about their own capabilities develops a positive self esteem.

14. Be firm when you say no, but be consistent about what your baby is allowed to do and touch.
15. Be careful about how you talk to the baby.
    a. it's okay to say "No, don't do that." Never tell them they are not good, because they will believe you.
    b. What you say to them will mean more than what other people say.
    c. Children's self images are based a lot on what parents have said and done to them when they were young.
    d. Tell them they're smart and lovable.
16. Babies change a lot. Knowing what to expect at different ages can make life easier.

In-Class Activities:

1. Have someone from La Leche League or a public health nurse come to class to talk about breastfeeding--how to prepare for it and how to have a successful experience with it.
2. Write or call Bradley Wright Films to rent or buy copies of two excellent films on infancy; The Way We See Them, a 17 minute, 16 mm. color film on learning to observe infants ($35 rental; $240 purchase) and On Their Own/With Help, a 14 minute, 16 mm. color film which offers guidelines for allowing infants to handle certain situations on their own. ($35 rental; $240 purchase)

   Bradley Wright Films
   One Oak Hill Drive
   San Anselmo, California 94960
   (415) 457-6260

   These are also available for purchase on video cassette.

Self-Study:

1. Have students observe an infant, birth to one year, and record: activity level, physical development, social responsiveness, motor ability (sit up, crawl, walk, etc.) and general curiosity.
2. Have students make a list of common notions about breastfeeding that are probably not true. Bring to class for discussion.

Evaluation:

1. Grade infant observations.
2. Test students on first year growth and development norms. Multiple choice, true-false and fill-in or matching questions are good for testing these facts.

Resources:

Pamphlets:

Adjusting to Parenthood
Health Education Associates
520 School House Lane
Willow Grove, PA 19090

Baby's Book
So You've Decided to Breast-Feed Your Baby
Gerber Products Company
Fremont, Michigan 49412

A Guide to Counseling the Breastfeeding Mother
Breastfeeding Your Baby
How to Breast-Feed Your Baby
Coping with Infant Colic
Special Hospital Care for Your New Baby
Ross Laboratories
Columbus, Ohio 43216

Breast Feed Your Baby
County of Los Angeles
Department of Health Services
Nutrition Program

Breastfeeding
WIC - Supplemental Food Section
California Department of Health Services

Delivery and Beyond
Your Special Newborn
Weaning Your Baby
Mead Johnson and Company
Evansville, Indiana 47721

Current Composition of Infant Formulas
Wyeth Laboratories
Philadelphia, PA 19101

VOICE Bibliography:

Billy and Our New Baby
The Consumers Union Guide to Buying For Babies
Child Care: Challenges and Rewards
Child Development--The Prenatal Period and Infancy
Children In Your Life: A Guide to Child Care and Parenting
A Consumer is Born
The End of the First Year: Nine to Twelve Months
The First 18 Months: From infant to Toddler
Getting to Know Your Baby and Yourself: Prenatal to Birth
Guide For Expectant Parents
Infant Care
Infant Care and Development
Infant Feeding: An Annotated Bibliography
Learning About the World: From One Month to Three Months
Learning More Each Day: Six to Nine Months
See How They Grow--Concepts in Child Development and Parenting
The Travels of Timothy Trent
Your Baby Grows: Three to Six Months
Your New Human--Birth to One Month

TOPIC: PARENTING THE CHILD WITH SPECIAL NEEDS

Learning Objectives: The student will:

1. Understand parental reactions and the impact of exceptional children on the family.
2. Know the characteristics of exceptional children: those who are different in some manner from the majority of children their age.
3. Know what support is available for families of exceptional children.

Suggested Content:

1. Parental Reactions and Impact of Exceptional Children on the Family
   a. Negative labels have been traditionally applied to children with emotional, physical, or mental difficulties.
   b. More recently, gifted children have also been included in the drfinition.
   c. The inclusion of a child in any category of exceptional needs is often reached by extensive, comprehensive testing and evaluation by a variety of medical, psychological and educational personnel.
   d. There are a variety of reactions among parents of exceptional children: guilt, confusion, anger, self-blame, depression, denial, anxiety.
      1. These reactions depend on the nature and the degree of the exceptionality, the socioeconomic status of the family, availability of professional assistance, and the presence of other children in the family.
      2. First, parents show grief on denial if the child has a problem. If the child is gifted, the parent may not know it until the child goes to school.
      3. Feelings of ambivalence are common, as the parents experience both acceptance and rejection of the child.
      4. Overprotection such as obsessions about medications, exercises, and overcompensation for the child's inability to behave like other children can handicap the child's potential for self care and independence.
   e. Siblings are also affected.
      1. Female siblings are often expected to help with care of the child.
      2. The attitudes, values, and conflicts of the parents are often reflected by the siblings and their adjustment to the situaion.
   f. Exceptional children are at risk of being physically and psychologically abused because parents see them as different and difficult to raise.
   g. The divorce rate of parents of exceptional children is twice that of the national average.

2. Characteristics of Exceptional Children
   a. Learning Disabled Children:
      1. These children have near or above average intelligence.
      2. The learning disability is diagnosed apart from any physical or emotional problems: Many learning disabled children are otherwise "normal".
      3. They come from any economic level, racial origin, or religious background.
      4. They usually have an adequate home that may even be culturally and educationally advantaged.
      5. The problem is with understanding or using spoken or written language, listening, thinking, talking, reading, writing, spelling, or calculating.
         a. Learning disabilities include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc.
         b. The problem does not include learning problems due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or environmental disadvantage.
   b. Gifted Children:
      1. They often desire to go beyond the limits of classroom materials and methods.
      2. They tend to be independent, determined, and resourceful workers capable of functioning with a minimum of supervision.
      3. They can become indifferent when there is a lack of challenge.
      4. Some will try to conceal their ability and complain that they can't work at all.
      5. They often have a superior physique, with above average height, weight, coordination, endurance, and general health.
      6. They may have talked and walked earlier than the norm, before one year of age.
      7. They have longer attention spans.
      8. They learn rapidly, easily, and with less repetition.
      9. They learn to read sooner and continue to read at a consistently more advanced level.
      10. They are more mature in their ability to express themselves.
      11. They are more attentive to the environment.
      12. They ask more questions and really want to know the causes and reasons for things.
      13. They like to study some subjects that are difficult because they enjoy learning.
      14. They spend time beyond ordinary or scheduled assignments on things that are of interest.
      15. They know about many things of which other children are unaware.
      16. They are able to reason out more problems because of their ability to recognize relationships and comprehend meanings.

    17. They analyze mechanical questions, puzzles, and trick questions easily.
    18. They show a high degree of originality and often use good, but unusual methods or ideas.
    19. They often possess one or more talents, such as art or music.
    20. They are not easily discouraged by failure.

c. Hyperactive Children:
    1. They have much diffiuclty concentrating and tuning out nonessential stimuli.
    2. They are easily distracted, as every noise and motion catches their attention.
    3. They often resist discipline and ossasionally throw temper tantrums.
    4. They act emotionally immature: Once started laughing or giggling, they find it hard to stop.
    5. They act fearless. They will shinnie up a tree, drainpipe, or roof chasing cats or a lost ball.
    6. Their judgement is often poor: Without reason, they may swear, lie, steal, or set fires, unaware of consequences.
    7. They may be poor sleepers, or sleep at strange times.
    8. The causes of hyperactivity are hard to determine, but some suggested ones are:
        a. Slow central nervous system development.
        b. Damage before, during, or after birth from a difficult delivery.
        c. Food allergies, especially to food coloring and sugar.
        d. Too much environmental stimulation.
        e. Heredity: Oftentimes, hyperactive children have a parent or relative who is or was also hyperactive.
    9. Some suggested treatments:
        a. Changing the child's environment to make it less stimulating and more structured.
        b. Changing the child's diet to exclude food coloring (Dr. Feingold's Diet) and/or sugar.
        c. Use of stimulant medication such as Ritalin, caffeine, dexidrine. These have the effect of calming the hyperactive child.

d. Physical, Mental, and Emotional Handicaps:
    1. The severity often determines parental and family response.
    2. The ability of the family to cope with the demands and stresses depends on the availability of professional assistance as well as the nature of the child's condition.
    3. Many parents feel overwhelmed with feelings of inadequacy.
    4. Often, there is hast to conceive another child to prove their fitness as parents, which often tends to introduce other problems into the family situation.

5. Hearing Impaired Children:
    a. This term includes these who are deaf as well as those who are hard of hearing.
    b. These children are at a disadvantage educationally as well as developmentally, because much learning is dependent upon hearing.
6. Speech-Impaired Children:
    a. They show defective production of sounds basic to language.
    b. They often have abnormalities of pitch, loudness, or quality of sound production because of pathological conditions in anatomical structures.
    c. They may have disruptions of the normal flow of verbal expression, disabilities in verbal learning, or delayed language acquisition.
7. Visually-Impaired Children:
    a. Partially-sighted children have a degree of correctable vision, but still require large print as a reading medium.
    b. Functional blindness may or may not be correctable and requires the use of Braille as a reading medium.
8. Physically Handicapped Children:
    a. They have a severe orthopedic impairment that adversely affects performance.
    b. These impairments may be due to congenital abnormalities or those caused by other sources.
9. Mentally-Retarded Children:
    a. This group includes those who show significantly below-average intellectual functioning as well as low adaptive behavior.
    b. This below-average intelligence emerges in the developmental years prior to adulthood.
10. Emotionally Disturbed Children:
    a. They show behavior that is developmentally inappropriate: it is immature under normal circumstances.
    b. If they have an inability to learn, it is not due to intellectual, sensory, or health factors.
    c. They often have an inability to build or maintain satisfactory interpersonal relationships.
    d. They have a general, predominate mood of unhappiness.
    e. They have a tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

3. Support For Families of Exceptional Children
    a. Public Law 94-142, the Education for All Handicapped Children Act of 1975, assumes:
        1. That all children with special needs have a rightful and appropriate place in the public school system.
        2. That all parents have an important role in the education of their children. They have the right to monitor and judge the appropriateness of their child's educational experiences.

3. The law provides for the appointment of a surrogate parent for those children without parents, as well as funding for special educational programs.
4. Also included in the law:
   a. Provision of appropriate educational experiences for exceptional children.
   b. Appropriate placement of children in programs within the least restrictive environment.
   c. Testing and evaluation in a nondiscriminatory, multidisciplinary manner.
   d. Parental access to a child's records and the right to challenge any objectionable statements pertaining to the child.
   e. The right to discuss the child's progress and the right to include a lawyer and/or a physician or any other interested party.
   f. The right of the child to an appropriate individualized educational program that prescribes experiences, learning goals, participation in regular school programs, and evaluation of effectiveness.
   g. The right to due process hearings conducted by impartial referees at any point when the parent doesn't feel the child is receiving appropriate educational experiences.

b. Section 504 of the Rehabilitation Act of 1975 spells out the civil rights of handicapped persons by prohibiting discrimination on the basis of physical or mental handicap in any federally assisted program or activity in the U.S.

1. This legislation emphasizes that special or different treatment may be necessary to ensure equal treatment.
2. It requires all programs using federal funds to provide equal employment opportunities, barrier-free access to buildings, and equal access to activities.

c. The Family Educational Rights and Privacy Act (Buckley Amendment) ensures confidentiality of student records.

1. Parents, as well as individualized students 18 or over, may have access to their school records, may correct discrepancies, and may control who has access.
2. No one may view records without express written consent of the individual or parents involved.
3. Records may be destroyed upon request once a student is no longer enrolled in the program or has graduated.

d. Regardless of the type of educational setting, the law requires that each student be provided with an Individual Education Program, which is prepared by the special education staff, in cooperation with the parents.

e. The school district can offer a variety of services for the exceptional child. These may include:

1. Regular classroom experiences with the child receiving special attention and an individualized program.
2. Resource room experiences, where the child is enrolled in a regular classroom but goes to a specially equipped room to receive instruction for part of the day.

    3. Consulting teacher experiences: the regular teacher is supplemented by a special education teacher.
    4. Day school, where special education programs are held in a separate room or building.
    5. Residential schools which provide education as well as other treatment experiences that cannot be provided by other means.
    6. Hospital or home-bound programs, which serve the needs of those children who must be confined to bed or to a convalescent hospital due to a disability.

f. In addition to educational opportunities, families often need professional counseling which may include:
    1. Informational counseling - This occurs when children are diagnosed and parents are told of test results, prognosis and treatment approaches.
    2. Psychotherapeutic - The most often used are behavior modification and reflective counseling where parents and family members are taught to use methods in working with the exceptional child.
    3. Group therapy - A number of parents/families are placed into a support netwrok to share feelings, reactions, and experiences.
    4. Filial therapy - (developed by Guerney in 1969) - This teaches parents how to play with their children and encourages communication.

In-Class Activities:

1. If you have a Special Education teacher or other resource person in your district, ask them the come to class to talk about the exceptional child
2. Have students form a panel to discuss the advantages/disadvantages of mainstreaming exceptional children into the classroom. You might have half the panel argue in favor and the other half against, not to prove that one is better than the other, but to help students empathize with the exceptional child.

Self-Study:

1. Have students make a list of characteristics they either now have or did have that they feel created difficulties in learning or working in the classroom and briefly explain each. List at least six.
2. Have students make a list of at least twelve negative labels that have been attached to exceptional children and briefly explain why they can be so damaging, not only to the child, but to thse who work with them.

Evaluation:

1. Grade the panel discussion by having students turn in notes on their presentation. How well did they support their viewpoint?
2. Grade Self-Study assignments.

Resources:

Textbook: Parent-Child Relations (2nd edition)
Bigner, Jerry J.
MacMillan Publishing Co.
New York, NY

VOICE Bibliography:

Curriculum For Parenthood Education: San Ramon Valley Unified School District
Parenting the Child With Special Needs
Parents' Yellow Pages
Raising Children in A Difficult Time: A Philosophy of Parental Leadership and High Ideals

TOPIC: PHYSICAL DEVELOPMENT OF THE CHILD

Learning Objectives: The student will:

1. Know the physical norms for each stage of development: infancy, preschool years, school years, and adolescence.
2. Relate these physical changes to the child's motor skill, intellectual, and social development.

Suggested Content:

1. Physical Development - Infancy:
    a. During the first year, infants will triple their birth weight and add ten inches in length. (The average male weighs 7 1/2 pounds and is 20" in length at birth; females weigh slightly less--7 pounds.)
    b. Brain size will double. The brain is 75% of its adult size by age two.
    c. Infants can roll over by three months of age.
    d. Infants can sit with support at five months; sit alone at nine months.
    e. Infants can crawl (scoot along on their stomach) at 7 months; creep (up on all four's) by 9 months, although not all babies creep.
    f. The first teeth (the bottom middle two) will appear between five and seven months.
    g. Infants can grasp for objects at four months; thumbs can pinch by eight months.
    h. They begin to feed themselves at six months. By one year, they may be fairly adept at eating.
    i. They can stand with support or by using furniture and other objects by ten months; stand alone at eleven months; walk at twelve months.
2. Preschool Years:
    a. Between 2 1/2 and 3 years of age, a boy is one-half his adult height; a girl a little more than half.
    b. During the first two years, the average child grows 14 to 15 inches and gains about 22 pounds; from two to five years of age, they will grow about 9 to 10 inches and gain 15 pounds.
    c. The stomach still protrudes somewhat, as the child's short trunk must accommodate the internal organs.
    d. The child's head is still large in relation to the rest of the body because the brain has achieved 90% of its adult size.
    e. The young child has difficulty focusing on close objects because the eyeballs don't reach adult size until 12 or 14.
    f. The sense of taste is acute: The child has a greater number of taste buds scattered on the sides of their mouth and tongue than the adult does.
    g. The child's stomach has less than one-half the capacity of an adult's; energy needs are more than half. The child needs to eat 5 to 6 small meals a day.
    h. The child is more prone to ear infections because the eustachian tubes are wider and more horizontal than in the adult, and bacteria can enter more easily.

  i. Girls progress faster than boys in bone growth (amount of cartilage turned to mature bone) and brain specialization (areas of the brain which specialize in language acquisition, logical reasoning, etc.)

3. School Years:
  a. Slow growth is typical from preschool to the adolescent growth spurt.
  b. The average nine year old by is 75% of his adult height; girls reach this by age seven.
  c. Compared to the preschooler, school age children are more graceful.
    1. They have a lower center of gravity.
    2. Their legs and arms are longer.
  d. Their bodies become leaner and fat distribution changes.
  e. Their hair may darken.
  f. Their heart grows slowly between four and ten years of age.
    1. During this time, it is smaller in relation to the rest of the body than at any other period.
    2. This can make competitive sports dangerous if the child pushes too hard.
  g. Their muscles are growing in size and strength. At birth, infants have all the muscle cells they are going to have; muscles grow larger and can be developed with exercise.

4. Adolescence:
  a. Puberty is a term to describe physical and sexual changes; it lasts from two to four years.
  b. Girls spurt in growth between 8 and 11 and peak at age 12; bone growth is complete at age 20.
  c. Boys spurt between 11 to 14; peak at 15; bone growth is complete at age 22.
  d. Height increases for both sexes by 25%; weight increases by 50%.
  e. During the preadolescent growth spurt, both boys and girls acquire a layer of fat on the hips and legs.
    1. This fat layer usually disappears in boys.
    2. Women have a greter percentage of body fat than men.
  f. Additional height is achieved through growth of the trunk. The school age child is longer-limbed; the adolescent has a longer torso.
  g. The hands, feet, and head are the first to reach adult size.
  h. As the face matures, the nose and chin become more prominent.
  i. Menarche (the first menstruation) marks the climax of puberty for girls; ejaculation for boys.
    1. Menarche occurs on the average between age 12 and 14.
    2. The first ejaculation occurs at about age 13.
  j. In girls, sexual development occurs in this order: the hips widen slightly; breasts go through a "bud" stage (the nipple is slightly elevated); pubic hair appears; menarche occurs; the hips widen more; breasts continue to develop and more pubic hair appears.
  k. In boys, sexual development occurs in this order: the testes enlarge; the penis begins to enlarge; pubic hair begins to appear; enaculation occurs; the voice begins to deepen; facial hair appears.

5. Relating Physical Growth to Motor Skill, Intellectual, and Social Development
    a. The infant's growth is very rapid. it is exceeded only during the prenatal period.
        1. Physical development occurs beginning at the head and moving toward the feet. The torso develops before the extremities. Gross motor skills develop first.
        2. The infant's energies are centered on developing motor skills and acquiring language.
    b. The preschooler's growth is slower, steadier.
        1. Motor skill and language acquisition are still major focuses.
        2. Preschoolers are intellectually curious and explore and understand their environment to the extent that their motor development and language allow.
        3. They are learning social skills through interaction with peers and behavior reinforcement from parents and other role models.
    c. The school age child expends energy developing intellectually, socially, and acquiring motor skills. Physical growth during this period is slow and steady.
    d. The adolescent period is often a diffiuclt one because of dramatic changes in body image, increasing independnece, and the ability to think abstractly.
        1. The adolescent often idealizes, philosophises, and attempts to acquire understanding of their complex world.
        2. Some adolescents will gain up to 25 pounds and grow as much as 4 inches in a 12 month period.
        3. They have growth ambivalence: One the one hand, they want independence; on the other, they want guidance and protection. It's not uncommon for them to vacillate between these two desires.

In-Class Activities:

1. Send for NCHS Percentile Charts for Boys and Girls--Birth to 36 Months. (Ross Laboratories). These can be used to demonstrate physical growth norms. Be sure also to stress that norms are describing the "average" child and are developed by studying a certain number of children and then finding the mathematical average time children develop different abilities.
2. Invite a public health nurse to class to talk about the importance of immunication, dental care, and proper nutrition during the growing years. Students will also appreciate knowing about well-baby clinics available in the community.

Self-Study:

1. Have students observe a preschooler, school age child, and adolescent and record the differences in body proportions, ease of movement, apparent interest in activities. Turn in a report.
2. Have students observe infants at two different levels of infancy between six and eighteen months of age. Compare motor, language, and social development. Give specific examples.

valuation:

1. Fill in the blank and matching questions will test students' comprehension of developmental stages. The test items are relatively easy to construct. For example:

   Compared to the infant, the preschooler's physical growth is __(slower)__.

   Between 2 1/2 and 3 years of age, a boy is about __(half)__ his adult height.
   2. Grade observation reports.

Resources:

Pamphlets:

Boys: Birth to 36 Months Physical Growth NCHS Percentiles

Girls: Birth to 36 Months Physical Growth NCHS Percentiles

Nutrition, Growth and Development During Your Baby's First Year

The Phenomena of Early Development

Your Baby Becomes A Toddler

Your Marvelous Newborn
Ross Laboratories
Growth and Development Program
Columbus, Ohio 43216

For Your Information
"There's Nothing Wrong With You If..."
Planned Parenthood of Miami Valley
224 N. Wilkinson
Dayton, Ohio 45402
1-800-762-9538

VOICE Bibliography:

Child Care: Challenges and Rewards
Child Development--The Prenatal Period and Infancy
The End of the First Year: Nine to Twelve Months
The First 18 Months: From Infant to Toddler
Infant Care
Infant Care and Development
Learning About the World: From One Month to Three Months
See How They Grow--Concepts In Child Development and Parenting
What's A Father For?
Your Baby Grows: Three to Six Months
Your New Human: Birth to One Month

TOPIC: PRENATAL DEVELOPMENT

Learning Objectives: The student will:

1. Know the stages of embryo and fetal development.
2. Know the factors that influence prenatal development.
3. Know the factors that influence birth weight and the consequences of low birth weight.

Suggested Content:

1. Stages of Prenatal Development
    a. Immediately upon fertilization, cellular development begins.
        1. Cell division occurs in a very precise pattern, regulated by genes.
        2. The small clump of dividing cells called the blastula travels down the fallopian tube into the uterus.
    b. The blastula implants itself in the uterine wall after free-floating in the uterus for several days.
        1. This implantation occurs as the blastula displaces some of the uterine lining.
        2. The hormone, human choronic gonadropin (HCG) signals the body not to menstruate so that blastula is not lost in a menstrual release.
        3. Some of the cells in the outermost layer of the blastula will develop into the umbilical cord (carries oxygen, nutrients and waste products), the placenta (disc-shaped organ that contains maternal and fetal blood vessels) and the amnion (protective sac filled with fluid that encloses the baby).
        4. The inner mass of blastula cells separates into three layers: the outer layer develops into cells of the skin and nervous system; the inner layer forms the cells that will make up some of the internal organs of the baby's body. Cells in the middle layer will contribute to muscles and bones.
    c. Once the blastula has implanted an cells have begun to differentiate, the unborn is called an embryo.
        1. This stage lasts from two weeks to two months after conception.
        2. The embryo grows slowly, with the upper part growing faster than the lower and growth in the center faster than the extremities.
    d. From two months after conception to birth, the unborn child is called a fetus.
        1. At three months, the fetus is approximately three inches in length, weighs one ounce, and has appendages fully formed.
        2. The eyes are almost fully developed, external ears and nose are present, nerve and muscle cells are developing.

        3. The internal organs are rapidly developing; some are functioning. The heart beat becomes strong enough to be heard through a stethoscope.
        4. At the end of the third month, sex organs begin to develop.
        a. The Y chromosome, which determines that the person is male, sends a biochemical message to the developing sex organs.
        b. A penis and testes develop in response to this message from the Y chromosome.
    e. Summary of the Second Trimester:
        1. In the fourth month, the fetus is about seven inches long and weighs about four ounces.
            a. It has a strong heart beat.
            b. The digestive system is developing.
            c. Muscles are becoming active.
        2. In the fifth month, the fetus is twelve inches in length and weighs up to one pound.
            a. All the internal organs, except the lungs, are developing rapidly.
            b. At eighteen weeks, the vocal cords are working and the baby could cry if out of the uterus.
            c. At twenty weeks, hair appears on the head.
        3. During the sixth month, the fetus is fourteen inches in length and weighs one and a half pounds. Facial features are well formed.
        4. In the seventh month, the length is fourteen to seventeen inches and weight is about three pounds.
            a. The skin is red and wrinkled.
            b. Fat begins to appear.
            c. The brain begins to develop its characteristic wrinkles.
            d. There is a fair chance for survival if birth occurs.
        5. At eight months, the length is eighteen inches; weight, four and a half to five and a half pounds.
            a. The head bones are soft and flexible.
            b. Fat rounds out the fetus.
            c. There is excellent change for survival if birth occurs.
        6. At nine months, the average male baby weighs seven and a half pounds; average female seven pounds. The average length for both sexes is twenty inches.

2. Factors That Influence Prenatal Development
    a. When conception takes place, it is most often within twenty-four hours after intercourse.
    b. Sex chromosomes determine whether the baby is a boy or a girl.
        1. Sperm carrying the boy-producing Y chromosome have a slight edge over those carrying the girl-producing X chromosome.
        2. About 106 males are born to every 100 females.
            a. This may be nature's way of compensating for the greater number of male deaths at each stage of development. (By age 70, there are almost 170 women for every 100 men.)

    - b. This is true not only from natural causes, but also from accidents, homocides, and suicides.
- c. Teratogens (Any environmental factor that can produce abnormalities in the developing embryo or fetus)
  - 1. Diseases
    - a. When rubella (German measles) is contracted in early pregnancy, it attacks the embryo, usually causing serious birth defects such as blindness, deafness and heart abnormalities.
    - b. Syphilis was responsible for many stillbirths and deformities before the discovery of antibiotics. Now the organism can be detected and treated early, before it can cross the placenta.
    - c. Genital herpes can be transmitted to the baby during its passage through the vagina at birth. A herpes infection in the newborn is often fatal.
    - d. Toxoplasmosis, caused by a parasite sometimes present in uncooked meat and more frequently in cat droppings, produces no more than a minor infection in adults, but represents a great threat to the fetus.
    - e. Toxemia, a condition which includes high blood pressure, excessive water retention, and protein in the urine, if untreated may eventually be fatal to both mother and fetus.
    - f. Synthetic hormones:
      - 1. Oral contraceptives can influence physical and psychological characteristics of the developing child.
      - 2. DES, a form of the female hormone estrogen, used in the 1950's and 60's to prevent miscarriage, causes a greater proportion of female offspring to develop cancer of the vagina and to experience complications during their own pregnancies.
    - g. Prescription drugs:
      - 1. Many cross the placenta.
      - 2. The dose and duration of use determine the amount of risks an specific effects produced.
    - h. Opiates (typically heroin or methadone):
      - 1. They have been associated with delayed prenatal growth.
      - 2. The child may be born addicted to the drug.
    - i. Alcohol:
      - 1. Abnormalities of the face, head, limbs and heart are common in the Fetal Alcohol Syndrome.
      - 2. Alcohol has a direct effect on brain development, especially during the third trimester.
    - j. Tobacco:
      - 1. Smoking affects development by depriving the fetus of oxygen.

        2. The child is more likely to die suddenly in the first few months of life. (Sudden Infant Death Syndrome)
    2. Other Influences:
        a. Chemicals and pollutants such as methyl mercury and hexacholorophene have been found to cross the placenta and cause severe birth defects and behavioral abnormalities.
        b. Radiation can directly affect the fetus.
        c. Emotional stress such as marital discord, etc., increases the risk of poor infant health or behavioral disturbances.
        d. Diet can directly affect:
            1. Size of the fetus at birth.
            2. Development of major body parts and organs.

3. Factors Influencing Birth Weight
    a. Nutritional adequacy during pregnancy.
    b. Amount of weight gained should be 22 to 27 pounds.
    c. Smoking can reduce birth weight.
    d. Length of gestation: if birth occurs before 37 weeks, the infant is more likely to have low birth weight.
4. Consequences of Low Birth Weight
    a. Higher death rate, especially during the first month of life.
    b. More physical handicaps.
    c. More mental retardation.
    d. More learning disabilities.
    e. More illness during childhood.

In-Class Activities:

1. Ask students to contribute to a list of superstitions about pregnancy. Many other cultures have elaborate superstitions: For example, the Vietnamese believe that in order to have an easy time in labor and a healthy baby, a pregnant woman should not eat foods such as crab, bananas, rabbit meat, nor do certain things such as wear a scarf or have a picture taken. Similar superstitions were common in western culture at one time.
2. Invite a representative from WIC (Women, Infants and children) to discuss the importance of proper prenatal nutrition and care. (Look in the phone directory under your county Health Department.)
3. Show slides of prenatal development. Your local county audio-visual department should have slides and/or films. (See VOICE: Child Care: Prenatal Care; Child Development--The Prenatal Period and Infancy; Prenatal Care and Preparing For Infancy.)

Self-Study:

1. Have students research the cost of prenatal care and delivery. They should contact two physicians and two hospitals to get estimates.
2. Have students make a list of articles and clothes necessary for the newborn. They should also research and record prices.

Evaluation:

1. Grade Self-Study exercises.
2. An objective test with multiple choice, true-false and fill-in or matching questions is most effective for determining comprehension of prenatal development.

Resources:

Pamphlets:

Becoming A Parent
Your Premature Infant
Ross Laboratories
Columbus, Ohio 43216

Expectant Mothers Guide
Gerber Products Company
Fremont, Michigan 49412

For The Young Mother-To-Be
Mead johnson Nutritinal Division
Evansville, Indiana

Pregnancy In Anatomical Illustrations
Carnation Healthcare Services
Department 391
5045 Wilshire Boulevard
Los Angeles, CA 90036

Libro Para El Cuidado De Su Bebe
Wyeth Laboratories
Philadelphia, PA 19101

Delivery and Beyond
Enfamil
Evansville, Indiana 47721

VOICE Bibliography:

Child Care: Prenatal Care
The Consumers Union Guide to Buying For Babies
Child Development--The Prenatal Period and Infancy
A Consumer Is Born
Getting to Know Your Baby and Yourself: Prenatal to Birth
Guide For Expectant Parents
Prenatal Care and Preparing For Parenthood
Tomorrow Happens Today
What You Should Know About Parenthood

TOPIC: SELECTING CHILD CARE

Learning Objectives: The student will:

1. Know the characteristics of good child care.
2. Know the difference between licensed and non-licensed child care.
3. Know how to find good child care and some caution signs when investigating care facilities.

Suggested Content:

1. Characteristics of a Good Child Care Situation:
    - a. The staff members enjoy and understand how young children grow and learn.
        1. The staff is friendly and considerate to each child.
        2. Expectations vary appropriately for children of differing ages and interests.
        3. Staff members consider themselves professionals who continue to learn about their field.
        4. Staff members work toward improving the quality of the program.
    - b. The staff view themselves positively and foster children's emotional and social development.
        1. They help children feel good about themselves, their activities, and other people.
        2. They listen and talk to the children.
        3. They are gentle and flexible, but firm and consistent in their guidance of children.
        4. They help children learn to consier others' rights and feelings, yet also to stand up for personal rights when necessary.
        5. They help children deal with their feelings constructively when they are angry or fearful.
    - c. There are enough adults to work with a group and to care for individual needs of children.
        1. There should be at least one teacher and an assistance with every group of children.
        2. Infants should be in groups of no more than four.
        3. Two and three year olds should be in groups of no more than twelve.
        4. Four and five year olds should be in groups of no more than fifteen.
    - d. All staff members should work together cooperatively.
        1. They should meet regularly to plan and evaluate the program.
        2. They should be willing to adjust daily activities for children's individual needs and interests.
    - e. The staff should observe and record each child's progress and development.
        1. They should use records to help parents and staff better understand the child.

    2. They should stress the child's strengths and show pride in their accomplishments.

f. The environment should foster the growth of young children working and playing together.
    1. Activities should be balanced between vigorous outdoor play and quiet indoor play.
    2. Children should be given opportunities to select activities of interest to them.
    3. Children should be encouraged to work alone as well as in small groups.
    4. Self-help skills such as dressing, toileting, resting, washing, and eating should be encouraged.
    5. The program should have realistic goals for children.

g. A good child care situation provides appropriate and sufficient equipment and play materials and makes them readily available.
    1. There should be large climbing equipment, an ample supply of blocks of all sizes, wheel toys, balls, and dramatic play props to foster physical development, as well as imaginative play.
    2. There should be ample tools and hand-on materials such as sand, clay, water, wood, and paint to stimulate creativity.
    3. There should be a variety of sturdy puzzles, construction sets, and other small manipulative items available.
    4. Picture books should be age-appropriate, attractive, and of good literary quality.
    5. There should be plants, animals, and other natural science objects for children to care for and observe.
    6. There should be opportunities for music and movement experiences.

e. Children should be helped to increase their language skills and to expand their understanding of the world.
    1. Children should freely talk to each other to adults.
    2. The adults should provide positive language models in describing objects, feelings, and experiences.
    3. Plans should include trips to broaden children's understanding of people and places.
    4. Children should be encouraged to solve their own problems, to think independently, and to respond to open-ended questions.

f. The staff should relate well to the child's family and the community.
    1. Parents should be welcome to observe, discuss policies, make suggestions, and participate in the work of the child care facility.
    2. Staff members should share with parents the highlights of the child's experiences.
    3. Families from varying cultures and backgrounds should be respected.
    4. The center should have written policies about fees, hours, holidays, illness, and other considerations.

5. The staff should share information about community recreational and learning opportunities with families.
6. The staff should refer family members to a suitable agency when necessary.
7. The center should collaborate with other professional groups to provide the best care possible for children in the community. The facility and program should be designed to meet the varied demands of young children, their families, the staff.
   a. The staff should be alert to the health and safety of each child and of themselves.
   b. Meals and snacks should be nutritious, varied, attractive, and served at appropriate times.
   c. Surfaces, equipment and toys should be in good repair and cleaned frequently.
   d. Each child should have an individual cot, mat, or crib.
   e. Current medical records and emergency information should be kept for each child and staff member.
   f. Adequate sick leave should be provided for staff so they can remain at home when ill.
   g. At least one staff member should be trained in first aid.
   h. The building should be comfortably warm in cold weather; rooms should be ventilated with fresh air daily.
   i. The building and grounds should be well lighted and free of hazards.
   j. Furnishings, sinks and toilets should be safely accessible to children.
   k. Indoor and outdoor surfaces should be cushioned with materials such as carpets and wood chips in areas with climbers, slides, or swings.
   l. Every staff member should know what to do in an emergency; emergency numbers should be posted by the telephone.
   m. There should be at least 35 square feet of usuable playroom floor space indoors per child.
   n. There should be a place for each child's personal belongings such as a change of clothes.

2. The Difference Between Licensed and Non-Licensed Care
   a. A licensed facility has a license issued by the Department of Social Services, usually displayed in the facility.
   b. This means that the facility and staff have been checked out and approved by the Department of Social Services.
      1. It has been determined that there is adequate space for a given number of children.
      2. Safety standards have been met.
      3. The licensed person has had his/her background checked.
         a. He/she has been fingerprinted and checked for crimes that involve children.
         b. He/she has been tested for and declared to be free of active tuberculosis.

4. Normally, a family day care home is licensed for a maximum of six children (including the provider's own children under 12). Only three of this group may be under 24 months of age.
5. In centers, the state day-care minimum staff ratios include:
   a. The center must provide one qualified teacher for every 12 children, or one teacher ond one aide for every 15 children.
   b. A teacher aide must be under the direct supervision of a teacher at all times.
   c. Infant care (0 - 2 years) ratio is one teacher for every four infants, and must be separated from older children.
   d. These ratios must be kept at all times: nap, play, etc.

c. The basic choice of home or center-based care begins with parental preference.
   1. Some parents believe children should remain in a home environment until school age.
   2. Others believe a structured school-like environment is best.

d. The most important thing a parent can do is visit a number of homes and centers before making a decision.

e. Before the visit, it is important to call to make certain the program meets needs regarding hours and days of the week you need child care, if your child qualifies age-wise, and if transportation is provided if you can't provide your own.

3. Finding Good Child Care and Some Caution Signs

a. Call 4 C's (Community Coordinated Child Development Council), or your local Department of Social Services, Child Day Care licensing.
   1. They provide a central child care information and referral service for the community.
   2. Tell them where you live or work and they will provide you with a referral to licensed facilities in those areas.

b. Don't call for an appointment; just drop in.
   1. Stop by once or twice to evaluate the schedule of activities, tidiness of the facility, supervision, and food procedures.
   2. Look for a license.
   3. Read the menus.
   4. Do the children seem happy and meaningfully involved?

c. Visit several places before deciding.
   1. Do both adults and children smile?
   2. Do caregivers look directly at the children when talking with them?
   3. Do caregivers appear relaxed and compassionate with the children?
   4. Do the children seem to trust the caregivers?
   5. Do the children play together or are they mostly alone without interacting?

        6. Are children given help in using materials, toys, and equipment?
    d. Caution signs
        1. You visited the center or home and did not feel welcomed.
        2. The operator didn't want to answer specific questions about what your child would be doing.
        3. Supervisory guidance was not evident every few minutes, or the children had no apparent involvement with anyone or anything.
        4. The children were not responded to, or the caregiver looked away when talking to them.
        5. The caregiver's voice was brusque or lacked compassion.
        6. The caregiver expressed being overwhelmed with the work and responsiblity of caring for children.
        7. Physical restraint was used to control the children.
        8. The house or center was untidy, dirty, or unsafe. The caregiver was personally messy or unkempt.

In-Class Activities:

1. Ask someone from Department of Social Services, Day Care Licensing, to come to class to speak about regulations, licensing, and selecting good child care.
2. If you have a child care center on campus or in the immediate vicinity, take the class (if small) to visit the center. Many centers have observation rooms where students can observe without being intrusive.
3. Contact 4 C's (Community Coordinated Child Development Council--in Santa Clara County: 160 E. Virginia Street, #200, San Jose, CA 95122 (408) 947-0900) for audio visual materials. They have filmstrip: Choosing Child Care, books and current publications for administrators, teachers, family day care providers and parents. Ask to speak with the librarian.

Self-Study:

1. Have students make a list of qualities they would consider if looking for child care for their own child and write a brief explanation of why each quality is important.
2. Have students visit two child care centers and make a report on: facilities, activities, staff, nutrition, cost, and location. Which center would they choose and why? If one or both is undesirable, why?

Evaluation:

1. Grade Self-Study reports.
2. For students with fairly good English skills, short answer or essay question tests on looking for good child care are appropriate. Limited-English speaking students could be given an oral test if their spoken language skills are adequate.

Resources:

Pamphlet:

Child Care For New Parents
4 C's
160 E. Virginia Street #200
San Jose, CA 95122
(408) 947-0900

Filmstrips:

Choosing Child Care
Make Room For Children
Day Care Curriculum
High Scope (A Preschool Program That Works)
Mondays and Fridays (Separation in Day Care
(These three are available in Spanish only.)

VOICE Bibliography:

Curriculum For Parenthood Education: San Ramon Valley Unified School District
Infant Care
Learning More Each Day: Six to Nine Months
Parenting and Teaching Young Children

VESL Bibliography:

Cam-La-Vie Associates. "Refugee Orientation Tapes."
Follett Basic Skills. "Follett Coping Skills Series."
Freeman, Daniel B. *Speaking of Survival*.

TOPIC: SEX EDUCATION

Learning Objectives: The student will:

1. Know the two major aspects of sex education and how these are conveyed to the child.
2. Know what information parents need to give to children about sex.
3. Know what to avoid when giving sex information.
4. Know the developmental aspects of psychosexual growth: what children do and understand about sex at different stages.
5. Know what to tell children about sexually transmitted diseases.

Suggested Content:

1. The Two Major Aspects of Sex Education
    a. Attitudinal
        1. Most parents are embarrassed or uneasy abut discussing sex.
            a. Religion is a powerful factor.
            b. Economics plays a role: parents in the upper and lower income groups do better with sex education than those in the middle, according to recent studies.
        2. What the parent says and does, or doesn't say, every day gives the child an attitude about sex.
        3. When sex is not talked about, the attitude is one of taboo or that sex is somehow shameful.
        4. The parent needs to communicate that sex is beautiful and that it occurs in the context of love.
    b. Informational
        1. This is the talking about the biological aspect of sex: how the sex organs function, etc.
        2. Many parents lack basic knowledge.
        3. Many are not articulate enough to talk confidently about sex.
2. What Children Need To Know
    a. The child should know five things before they enter school:
        1. The names of the body's sexual parts.
        2. The correct words for elimination.
        3. The basic fact of a baby's growth within the mother's body.
        4. Enough anatomy to understand the differences between boys and girls.
        5. That babies are made by mothers and fathers together.
    b. Unfortunately, most parents believe they should avoid talking about sex before age five because it "puts ideas into their heads."
        1. Parents overestimate the sexual curiosity of their child; they think once children discover sex, they will want to go on immediately to adult experiences.
        2. Talking during the early years lays the foundation for a natural acceptance of sex.

        3. The first opportunity usually comes when children begin to explore their own body and discover their sex organs.
    c. One eseential point is to help the child understand the difference between public and private: between what people do alone and what they do with others.
    d. Affection is an expression of love and it may or may not lead to sex.
        1. If the choice is between erring in the direction of more demonstrative affection or not enough, more is better.
        2. Many families fear exchange of affection because they think that it is too easily sexualized.
    e. Sex is an intimate, loving exchange between people who are genuinely caring towards each other and respect should be given to the other person at all times.
        1. There are words, gestures, etc., used on the playground, and seen on walls of restrooms that are distortions of sex.
        2. Some people use these words casually or to shock others.
    f. Sex carries with it the responsibility of possible pregnancy and sexually transmitted diseases; precautions should be considered at all times.

3. What To Avoid When Giving Sex Information
    a. Don't wait for the child to have to ask you about sex; take advantage of the many daily opportunities to volunteer sex information in a natural way.
    b. Don't give children negative messages about sex, their bodies, or the fact that they've discovered their genitals.
    c. Don't encourage or allow children to wander freely into a room where sex is happening.
        1. Overt sexual behavior in front of children can be confusing and damaging.
        2. This is not the same as open display of affection, a prime ingredient in good family relationships.
    d. Avoid being seductive with the child.
        1. Children are very spontaneous and can be interpreted as being sexual or seductive.
        2. Avoid occasions for sexualization: bathing and sleeping together, unless this is a family or cultural tradition.
    e. Avoid attempting major changes in expression of affection, etc.
        1. Children who are used to less demonstration of affection, may be confused by a sudden change in parental style.
        2. Make changes slowly and observe the child's reaction. Talk about these changes with the child.
    f. Avoid giving sexual stereotyping messages.
        1. Children are more likely to respect the opposite sex if they view them as equal.
        2. Discourage rigid role modeling and portraying males and females as having characteristics belonging to that sex only.

4. Developmental Stages of Psychosexual Growth
    a. Pre-kindergarten
        1. They don't fully appreciate the fact of there being two sexes.

2. Children who know their own bodies may become confused or dismayed by his first awareness of the genitalia of the other sex.
3. They need familarity with the names of boy and girl parts and help in accepting the existence of two physically distinctly different sexes.

b. Ages Five to Eight
   1. This period marks the strengthening of his personal sex identity.
      a. Five year olds are often strongly insistent on symbols of masculinity and feminity, such as belts for boys, dresses for girls.
      b. With each passing year, conformity to sex-appropriate styles, accessories, and mannerisms becomes more marked.
   2. There is still much confusion and uncertainty about body parts and their function in general.
      a. Body knowledge is confined to the obvious--limbs, skin, etc.
      b. The concept of unseen places in their body such as a uterus, birth canal, etc., interferes with their sense of body integrity.
   3. Fantasies and misconceptions are based on existing knowledge about the body: babies are thought to come out of the anus or out of the mouth or lifted out of an open stomach.
   4. The sex act is hard to conceive; there is no understanding of the emotional elements, except for a sense of the forbidden and mysterious.

c. Ages Nine to Twelve
   1. At the beginning of this period, girls and boys go their separate ways with self-conscious pride in their own sex.
   2. By age 12, they begin to take a new look at each other.
      a. They do this with shyness or,
      b. Conceal their awkwardness with teasing and roughhousing.
   3. The most important question at this age is: What will happen to me and when?
   4. Both sexes await hair under their arms and the first pubic hair with interest and anticipation.
   5. Both are confused and curious about the birth process and sexual relations.
   6. They are learning about the association between social morality and sexual experience.
      a. They are aware that babies can be born out of wedlock.
      b. They have heard of prostitution and homosexuality.
         1. Prostitution is hard to understand because the sex act is not fully understood.
         2. They understand homosexuality more because of their strong attachment for peers of the same sex.
   7. Both sexes tell smutty stories and jokes, often without humor, just to be part of the grownup world of sex.

8. Unhampered by strong biological urges as yet, they can be dispassionate and objective about information given them.
9. They have a strong interest in the bizarre and abnormal, such as two-headed births, Siamese twins, excess number of toes, etc.
10. Their questions are often very individualized: When will I get my period? Do boys have something like girls? How would I ask my wife if she is ready to mate?

d. Ages Thirteen to Sixteen
   1. Physiological changes are somewhat established by now, but the new body image has not yet been comfortably assimilated.
   2. Differeing rates of maturation can cause real stress.
   3. Heterosexual relationships begin to occur in this stage, but emotions are still too egocentric an disappointments are frequent as a result.
   4. Pregnancy in adults is a clear symbol of sexual activity and causes self-conscious smirks and humor.

e. Ages Seventeen and Eighteen
   1. Bodily changes are almost complete.
   2. They are looking ahead to their role in a man-woman relationship.
   3. For boys, concern about potency is a source of worry, fear or bragging.
   4. Methods of contraception are of high interest.
   5. Social and personal aspects of relating begin to carry more meaning; some love deeply and responsibly enough for marriage.

5. Sexually Transmitted Diseases
   a. They include: Gonorrhea, Syphilis, Herpes II, venereal warts, nonspecific urethritis, Chlamydia and sometimes vaginitis.
   b. They are contagious and may be passed from one person to another through sexual contact.
   c. Myths about STD:
      1. They can be spread by germs on toilet seats.
      2. They can be cured by home remedies.
      3. Partners can share medicines.
      4. Birth control pills prevent them.
      5. Only adults get them.
      6. If you've had STD and were cured, you will not get it again.
      7. There are vaccines against STD.
   d. The best prevention is abstinence or sexual relations with only one partner.
      1. Proper use of condoms is usually very effective; however, if the infected partner touches his genitals and then the partner's, even a condom won't help.
      2. If a person is sexually active with more than one partner, regular checkups and tests are essential.
   e. Damage to reproductive capacity, arthritis, heart disease, blindness, infant pneumonia, crippling, paralysis, brain damage, death, children born with congential syphilis, birth defects and cancer are all possible long-range effects of untreated STD.

In-Class Activities:

1. Contact Planned Parenthood for viewing the film: A Family Talks About Sex, a 28 minute, 16 mm. color film which shows how a family discusses sex over a period of fifteen years as children grow from infancy to college age.
2. Ask someone from Planned Parenthood or your local Public Health Department to come to class to talk about STD.

Self-Study:

1. Have students make a list of sexual myths they grew up with, adding brief statements about how these myths perhaps frightened or confused them.
2. Have students observe a group of preschoolers, a group of school age children, a group of adolescents involved in a play or social activity. How much opposite sex interaction was there with each group? What was the apparent attitude towards the opposite sex with each group?

Evaluation:

1. Grade Self-Study reports
2. It would probably be difficult to test limited-English students on this information because it doesn't lend itself as well as other topics to objective testing. For those students who do have fairly good English skills, however, short answer and essay questions work well to determine their comprehension.

   For example:

   List five things children need to know about sex before they go to school.

   Discuss how parents teach sexual attitudes.

   List at least six things parents should avoid when giving sex information to children.

Resources:

Pamphlets:

How To Tell Your Child About Sex (50c)
Public Affairs Pamphlet #149
381 Park Avenue, South
New York, NY 10016

For Your Information
Teensex? It's Okay to Say No Way
Planned Parenthood Association
of Santa Clara County
1691 The Alameda
San Jose, CA 95126
(408) 287-7532

Available in the Planned Parenthood Library:

Behavioral Guide--Dealing With Young Children and Sexuality (and Most Anything Else) (1977)--Includes values clarification and teaching techniques for helping people recognize sexual attitudes/values regarding birth control, sexual behavior, sex education, homosexuality.

Family Life Education Program Development Project (1981)--Teacher training manual. Written as a resource to prepare school personnel to teach family life education to junior and senior high students. Content areas include: family planning, adolescent growth and development, pregnancy alternatives, birth, self esteem, sex roles, STD.

Human Sexuality: A Curriculum for Teens
($16.50)
Growing Awareness
24 Windsor Street
Rochester, NY 14605
Roles plays and discussion exercises in topic areas: sexuality/roles, anatomy, pregnancy, birth, V.D., responsibility, contraception, relationships, sexual response, parenting, unplanned pregnancy, homosexuality, sexual assault.

VOICE Bibliography:

Contemporary Parenting Choices: Sexuality and the Adolescent
Curriculum For Parenthood Education: San Ramon Valley Unified School District
Days of Decision--Am I Parent Material?
Family Education Curriculum Guide
Parents and Teenagers: Getting Through to Each Other
Problems Parents Face
Raising Children in a Difficult Time: A Philosophy of Parental Leadership and High Ideals
Single and Pregnant
Your Child and Sex: A Guide For Parents

TOPIC: SINGLE PARENTING

Learning Objectives: The student will:

1. Understand the role and financial strains experienced by the single parent.
2. Understand what children in the various developmental stages typically experience when their parents separate.
3. Know some support systems for single parents.
4. Understand some of the concerns of the single unwed parent.

Suggested Content:

1. Stresses For Single Parent Mothers
    a. Financial Difficulty:
        1. Single parent familes headed by mothers have a median income about 40% lower than two parent families.
        2. Only about one-half of all women with court-awarded child support receive the full amount.
        3. Only about fifteen percent are awarded alimony or maintenance payments.
        4. Some employers are reluctant to hire single mothers because of problems with children's illness, school holidays, etc.
        5. Adequate affordable child care is another big problem.
        6. Studies show that single mothers make better and wiser use of their money than do men after divorce.
    b. Role Strain:
        1. The single mother simultaneously has to take on several roles that are conflicting in their demands for time, energy and proficiency: she performs the primary breadwinner and parent role.
        2. Most single mothers report that they are very unsatisfied with their daily life.
        3. Many are dependent emotionally and focus their needs on the child and the child's grandmother to give emotional reassurance and caregiving support.
        4. Kriesberg (1970) found that single women parents shift to more authoritarian patterns of childrearing.
        5. Other studies show that the fathering role is sometimes given to an older child or relative.
    c. Isolation and Loneliness:
        1. The single mother lacks the sympathy and understanding from others in the community.
        2. Many single mothers feel that they have little respect from neighbors.
        3. Many are forced to get assistance through AFDC (Aid to Families With Dependent Children) and feel negative reactions from others.
        4. There is a decline in social activities, especially with married friends.

        5. Some studies show that single parent families make more use of shared living with an adult (often a relative) as part of the household.

2. Single Parent Fathers
    - a. They have greater acceptance by society now.
        - 1. There are approximately one million men who are heads of single-parent households with children under 18 in the U.S.
        - 2. There is more acceptance of men assuming the primary parent role.
            - a. Men used to have to prove their "fitness and ability" to parent in order to assume custody.
            - b. Women had to be proven "unfit" before children were allowed to live with their father.
    - b. Role Strain:
        - 1. Meal preparation has been reported to be the most severe problem area.
        - 2. Arranging child care is often a problem.
            - a. School and after school activities help.
            - b. Older children often help to care for younger siblings.
        - 3. Most single fathers report reduction in the number of hours on the job in order to be more available to the children.
    - c. Changes in Relationships with Children:
        - 1. Single fathers tend to become less disciplinarian, less traditional and more concerned with quality of child care, educational experiences and the protection of children.
        - 2. A common concern by fathers of daughters is that of proper social role-modeling.
        - 3. One problem for most new single fathers is that of handling children's emotional needs when they are not often comfortable with expression of their own nurturing skills.
        - 4. Single fathers reach out more than single mothers for assistance from multiple sources: grandparents, other relatives, social workers, etc.
    - d. Lifestyle Disruption
        - 1. Single fathers experience less lifestyle disruption than single mothers.
        - 2. Social activities revolve around participation in single parent groups and activities, children, or a female friend.
        - 3. The majority report feeling satisfied and happy with their lifestyle.
        - 4. Widowed fathers report a more difficult adjustment because of the suddeness and lack of psychological separation from their spouse.
        - 5. Single parent men are seen as less threatening to intact marriages than single parent women.
        - 6. Men are usually more able to maintain their income level more easily than women after divorce or separation.

3. Effects of Single Parenting on Children at Different Developmental Stages
    a. Effects have been found to relate closely to the age at which the divorce occurs, the use of available supportive social networks, and the attitudes of the culture toward divorce and single parent families.
    b. While focus of concern has been on the effects of father absence, researchers note positive changes in the father-child relationship after divorce, such as increased opportunity for the father to interact with the children in a conflict-free atmosphere.
    c. Nye (1957) found that adolescents from broken homes were better adjusted than those who lived in unhappy, intact familes where the home atmosphere was one of conflict and emotional turmoil.
    d. Children are forced to learn new ways of living and relating to their parents.
        1. There is adjustment to living with a mother who performs father's functions if the mother is the custodial parent.
        2. If the father has visitation rights, there is the adjustment to maintaing a relationship that is periodic.
    e. Preschool Children:
        1. Young groups (2 1/2 to 3 1/4 years old) react often by displaying regressive behaviors, increased aggression, confusion and attention-getting behaviors. After a year, these behaviors usually disappear. Wallerstein and Kelly (1975).
            a. The quality of parental care or that given by a substitute caregiver are critical.
            b. If the caregiver is consistent and nurturant, the source is not relevant.
        2. Only half the children between 3 3/4 and 4 3/4 years old showed regressive behavior; however, many were reported to be whiney, irritable, fretful, or aggressive.
            a. Their more advanced cognitive development led them to be mistrustful of stability of relations with adults.
            b. Some felt responsible for the divorce.
        3. The oldest group (5 and 6 year olds) showed general restlessness, heightened anxiety, irritability, and moodiness.
            a. They showed a better degree of adjustment than the younger children.
            b. They were least affected in their developmental progress.
            c. The school environment and involvement with peers may have helped.
        4. A significantly larger number of preschool girls were more troubled than boys at the end of the one year period. (Wallerstein and Kelly, 1975)

    5. Studies by Hetherington (1976, 1977) also report that the first year following divorce is the most stressful for both parents and children.
    6. Changes in parent-child interaction include: communciation, a tendency to be less affectionate, a marked inconsistency in discipline, and the use of controls over children.
    7. If the divorced parents continue to experience discord and conflict up to two more years following the divorce, maladaptive behavior can be observed in boys, but girls seem unaffected. (Hetherington et al., 1978; Wallerstein and Kelly, 19790

f. School Age Children:
    1. Nine and ten year olds tend to feel hurt, rejected by the absent parent, helpless over the situation, and lonely.
    2. They are often angry at either one parent or both.
    3. About one-quarter worry about being forgotten or abandoned by their parents.
    4. Very few felt they were the cause of the divorce.
    5. There is sometimes an alignment with one parent that works to exclude or reject the other parent.
    6. The child can also be sensitive and empathetic to the emotional needs of the distressed parent or sibling.
    7. Children (more frequently boys) sometimes respond with lower grades, a decline in problem-solving skills, and decreases on intelligence test scores.

g. Adolescents:
    1. Reactions vary according to:
        a. The emotional evnironment in the home prior to the divorce.
        b. The nature of the divorce.
        c. The relationship of the parents after the divorce.
        d. The strength and coping mechanisms available to the adolescent.
    2. Sorosky (1977) reports that the turmoil and bitterness of a bad marriage can cause more inner turmoil in an adolescent than the divorce itself.
    3. Reactions of the adolescent include:
        a. Fear of abandonment, rejection, loss of love.
        b. Interference with psychological progress towards personal identity.
        c. Fear of failure in their own future marriage.
        d. Delinquent and problem behavior, especially among girls. (offord, et al., 1979)
    4. Most are not surprised by the divorce.
    5. Many report a sense of relief.
    6. An abrupt divorce gives adolescents a more difficult adjustment problem than an anticipated divorce.
    7. Continued conflict between parents after a divorce can produce pathological reactions in adolescents.
    8. The younger the teenager at the time of divorce, the more likely they will feel the parental departure is a personal abandonment and the loss of parental love.

        9. Regressive behaviors, hostility, and sexual acting out behaviors have been noted in young adolescents.

4. Support Systems For Single Parents
    a. The Family of Origin Network:
        1. This may involve a physical move back into the household of the adults' parents.
        2. Or, it could include a psychological reunion with relatives who provide financial, emotional, security, and child care assistance.
    b. The Extended Family Network:
        1. This network may be established with relatives and pre-divorce friends.
        2. New friendships are formed with people with whom the new single parent can identify.
        3. This network provides assistance with child care, emotional support, and feelings of intimacy as well as a means for social integration into new groups.
    c. The Conjugal Network:
        1. This features a key male or spouse-equivalent who is a major provider of financial advice/assistance, home maintenance, et
        2. They also provide feelings of deep intimacy and serve as a means for integration into social networks.
    d. Organizations that offer support:
        1. Parents Without Partners (PWP):
            a. Acts as a sustaining community by promoting activities that are shared and also relate to childrearing.
            b. It brings people together who share a common interest in effective single parenting.
            c. It promotes personal growth by providing service and leadership opportunities.
            d. It establishes a new emotional attachment to others by promoting a variety of social activities and special programs and activities where children who lack a father or mother can be exposed to adult role models.
        2. Church groups and therapetuic groups conducted by local mental health agencies are also very helpful. Look at HELP, a resource directory prepared by your local United Way. Many community resources are listed and described.

5. Concerns of the Single Unwed Parent
    a. The first question is often: Do I Want This Baby?
        1. Proper counseling and education as to what to expect whether the baby is kept or not is critical.
        2. Sometimes marraige is the best solution, sometimes it is not. There are lots of years ahead to think about.
    b. Agencies such as Children's Home Society, Planned Parenthood, your local church, or Department of Social Services can all be of help in these decisions.

c. If the choice is to raise the baby alone, there are some considerations that are different from those of the divorced single parent:
    1. Child support. Who will contribute support? Can that person(s) be counted on for continued support and if so, how long and how much?
        a. This may take court action.
        b. If a single parent is receiving AFDC, the Department of Social Services will pursue contribution by the other parent.
    2. Society is not as accepting of unwed parents as it is of divorced parents, although this is gradually changing.
    3. The newed non-custodial parent is very often not as willing to assume a parent role, even on a part-time basis, as is a divorced parent, so the child may be without exposure to that other parent.

In-Class Activities:

1. Contact CHS (Children's Home Society) for use of the films: Teenage Father (28 minutes; 16 mm. color) and Growing Up Together (55 minutes; 16 mm. color). They will also provide you with a discussion leader for these films.
2. Invite someone from Parents Without Partners to come to class to talk about PWP and also about single parenting.
3. Have single parents in class form a panel and discuss: advantages and disadvantages of single parenting; how the life styles of single mothers and fathers differ from those of nuclear families.

Self-Study:

1. If there are no single parents in class, or not enough to form a panel, have students interview a single parent and ask them the questions in #3, In-Class Activities, and hand in a report. Or, have them do this assignment in preparation for the panel discussion.
2. Have students work with children from a single parent family. Ask the children to draw a picture of their families and then ask them to tell your about it. Record the child's responses and hand in both the picture and the child's comments.

Evaluation:

1. Grade Self-Study assignments.
2. Students should be able to explain, orally or in short answers and essay responses, the general reactions of children at various developmental stages to divorce, as well as the role strains and other changes both the mother and father experience as the result of a divorce.

Resources:

Pamphlet:

We Can Help - CHS
Children's Home Society
(your local office)

Textbooks:

Parent-Child Relations (2nd edition)
Bigner, Jerry J.
Macmillan Publishing Co., New York

The Family (4th edition)
Eshleman, J. Ross
Allyn and Bacon, Inc.

VOICE Bibliography:

Adult Vocational Parent and Family Education Conceptual Framework For Parent Education
Days of Decision--Am I Parent Material?
Exploring Childhood: Raising A Family Alone
Fathering: It's Not the Same: Anthology and Issues and Resource Directory
The Future of Motherhood
The Half Parent
Parents' Yellow Pages
Raising Children In A Difficult Time: A Philosophy of Parental Leadership and High Ideals
Reaching Out To The Pregnant Teenager
Single Parent Families
Single and Pregnant
Teenage Pregnancy: A New Beginning
What's A Father For?

TOPIC: TALKING AND LISTENING TO CHILDREN

Learning Objectives: The student will:

1. Know how to talk effectively to children in order to be heard and understood and to promote a positive parent-child relationship.
2. Know how to be an effective listener by recognizing the feelings behind what others are saying.
3. Know how to talk to children about special problems such as sex, money, and religion.

Suggested Content:

1. Talking So Children Will Listen
   a. To influence your child, you need to talk in a way that your feelings, meanings, and intentions are understood.
   b. Think in terms of "I" messages, rather than "you" messages.
      1. "You" messages lay blame and convey criticism. They suggest that the child is at fault and sound like a verbal attack. ("You always make a mess.")
      2. "I" messages describe how the child's behavior makes the parent feel. They do not assign blame. These messages are specific and express what the sender is feeling. ("I feel really disappointed when I always have to be cleaning up this room.")
   c. Be aware of the frequency of your use of anger. Frequent use of anger often results in:
      1. Children wanting revenge or power. When parents get angry, children know that their attempts to provoke have succeeded.
      2. Children feel threatened and become defensive or counterattack in order to save face.
   d. Work to establish a relationship based on mutual respect and trust.
      1. Be willing to admit the limits of your knowledge and that you do not have all the answers.
      2. Avoid sarcasm and ridicule. They not only stifle communication, but are destructive to relationships.
      3. Establish a climate of acceptance. Children must be allowed to express their feelings without fear of being put down. Adopt a non-judgmental attitude.
   e. Appropriate timing is critical. Any communication relies heavily on: the content of the message, the climate of the feeling between the people at the time of talking, and the timing. What is the appropriate time/place to deal with the issue?
   f. State the fact about the situation: "I can't read the newspaper..." then state the feeling: "I feel really frustrated..." and the reason for your feelings. ".... when I can't have some quiet time to read." However, an "I" message doesn't always have to have a feeling. The most important thing is that the "I" message focuses on the sender and does not blame the receiver or anyone else.

    - g. In constructing an "I" message, remember that it is the child's behavior that is disturbing to you and it is important to "own" those feelings of frustration (or whatever) and take responsibility for your feelings.
    - h. Let the child know that your feelings relate to the consequences of their behavior: "With all that noise, I'm having a difficult time hearing."
    - i. Describe the behavior which is bothering you. "When I have to keep picking up these toys...."
    - j. State your feeling about the consequence the behavior produces for you: "I worry that something might have happened to you..."
    - k. State the consequences: "....because I don't know where you are."

2. Learn to Be an Effective Listener
    - a. Aim for mutual respect: allowing each other to express beliefs and feelings honestly without fear of rejection.
    - b. Accept what the other person has to say.
        1. You may not agree with the belief expressed, but you can demonstrate acceptance of the feelings.
        2. Acceptance can be shown through your tone and the words you use.
    - c. Becoming an effective listener requires concentration, eye contact, and a posture that says, "I'm listening."
    - d. By listening reflectively or actively, we can help a child think through a problem.
        1. Helping involves understanding what the child feels and means and then stating this meaning so the child feels understood and accepted.
        2. Feedback gives the child a mirror to see more clearly.
    - e. Remember that the communication process is always non-verbal as well as verbal.
        1. Our actions, facial expressions, and tone of voice communicate whether or not we are listening.
        2. A smile, a frown, and a pat on the back all communicate non-verbally.
        3. By not overprotecting, nagging, or interfering with the speaker we communicate acceptance.
        4. Parents can catch the meaning of children's behavior by "tuning in" to more than their words. Statements acknowledging non-verbal clues invite children to express their feelings.
    - f. Reflective or active listening is not simply parroting a child's words. By feeding back the feeling part of the message, rather than restating the words, parents can communicate empathy and understanding. (e.g., "I hate Johnny!" respond with "You're feeling really angry with Johnny.")
        1. Door openers such as "I'd like to hear more about it," indicate your receptiveness to listening.

    2. Ask for clarification or elaboration: "From what I'm hearing, it seems you feel....am I right?" or "I'm not sure I understand what was....?" or "Can you give me an example?" to indicate that you're listening and sincerely want to help.
- g. In order for parents to effectively listen actively, they must:
    1. Really want to help and hear the child.
    2. Be able to accept negative feelings.
    3. Appreciate that feelings are transitory.
    4. See the child as separate from themselves.
- h. Active listening is helpful to both parents and children because:
    1. It promotes problem solving and helps children think for themselves.
    2. It helps children be less afraid of negative feelings.
    3. It helps build a relationship of warmth and trust.
    4. Children are then more willing to listen to their parents.
- i. Active listening sometimes fails when:
    1. Parents parrot messages, rather than feeding back "feeling" interpretations.
    2. Parents actively listen at the wrong time: Sometimes the child needs time alone to think.
    3. Parents open the door and then slam it shut by prematurely cutting off communication or sending critical or judgmental messages.
    4. Parents listen without empathy.
        - a. Avoid being so objective that responses sound "computerized".
        - b. Put yourself in the child's shoes. Imagining how the child feels provides empathy.

3. Talking About Special Problems
    - a. Try to listen calmly.
    - b. Find a time to talk when the child is more accepting and open.
    - c. Listen without interrupting.
    - d. Don't overreact.
    - e. Set an example. Communicate in words and actions what you expect.
        1. However, avoid the impulse to mold children into what we think they should be. We can respect them as individuals without accepting all their needs.
        2. Parents should assume the role of watchful bystanders ready to come forward when help is needed.
    - f. Sex, money, and religion play key roles in the conflict between generations. With sex:
        1. Read up on the subject. Know the correct terms and use them when talking with your child.
        2. Offer from time to time to discuss sex, or simply raise the question and talk about it. Children don't know how to start talking about sex and will usually not initiate a discussion.

    3. Present sex as a wholesome, normal, and desirable human element. Talk about its role in a loving and satisfying marriage and why it is best in marriage, rather than outside of it.
    4. Help children learn the emotional differences between men and women.
    5. Prepare children for the physiological changes that come with puberty. Also discuss wet dreams, masturbation, and menstruation.
    6. They need to be told that sexual urges are a normal part of growing up and that they can be directed in a wholesome manner.
    7. Encourage talk about kissing, petting, venereal disease, premarital sex, etc.
    8. Point out the harm that comes from exploitation of one person by another, and the problems that result from irresponsible sexual encounters.
- g. Because of its many emotional meanings, money can trigger family explosions. To reduce friction over money:
    1. Set an example in the handling of money: Don't exaggerate money as a value. Discuss finances in a matter-of-fact way without getting emotional.
    2. Introduce your child to money management at an early age through an allowance.
    3. Avoid using money as a means of controlling, punishing, or rewarding.
    4. Discuss with children their monetary needs. Permit them to itemize their needs and explain the purpose of each and the cost.
    5. Include older children in family financial discussions. This helps them fell more responsible toward family finances and better prepares them for handling responsibilities of adult life.
- h. Contrary to popular belief, only a small minority of children do not believe in God.
    1. Adolescents often rebel against continuing the same religious practices held in childhood.
    2. They are now questioning things they formerly accepted and striving to work out conflicting notions.
    3. They need to talk about religion, so be available for conversation and be a good listener.
    4. Religious dialogue can be stimulated by discussing books and articles that parents and children have all read.
    5. The goal is to talk about various viewpoints without coercing children to accept the parents' ideas.

In-Class Activities:

1. Use the "I" messages worksheet and have students work in pairs to formulate effective "I" meassages from the "you" messages given in the exercise.

2. Active listening skills can be developed by having students develop dialogues where they take turns listening reflectively to each other. Have several students engage in a dialogue, or the teacher can do groups of two for practice. At the end of ten or fifteen minutes, discuss as a group what happened during these sessions.

Self-Study:

1. Have students make a list of interactions they had during a two-day period. What is the typical outcome when they actively listen vs. judging, criticizing, or otherwise shutting down communication?
2. Have students make a list of words they use to communicate "upset" feelings and "happy" feelings. Make an appropriate message with each of these words, using "I" messages or an active listening response.

Evaluation:

1. Grade Self-Study exercises.
2. Give students a set of situations where an "I" message would be effective. Have them write an appropriate "I" message.
3. Give students a set of verbal responses from children where active listening would be effective. Have them write a listening response for each.

Resources:

Pamphlet:	Parent-Teenager Communication: Bridging the Generation Gap (50c; 10-99 copies 34c each) Bienvenu, Millard, Sr. Public Affairs Pamphlet #438 Public Affairs Pamphlets 381 Park Avenue South New York, NY 10016
Paperback:	The Parent's Handbook: Systematic Training For Effective Parenting ($6.95) Dinkmeyer, Don and McKay, Gary American Guidance Service Circle Pines, Maryland 55014

VOICE Bibliography:

Exploring Childhood
Generation Rap: The Parents and Kids Game
Parents and Teenagers: Getting Through to Each Other
P.E.T. - Parent Effectiveness Training
Peoplemaking
Systematic Training for Effective Parenting
Understanding Early Childhood - Ages 1 Through 6--
    The Child's Point of View
Your Child's Self-Esteem: The Key to His Life
Your Child and Sex: A Guide for Parents

SENDING "I" MESSAGES

**Read each situation, examine the "you message" in the second column, then write in an "I message" in the third column.

Situation	"You Message"	"I" Message
1. Father wants to read paper. Child keeps climbing on lap. Father irritated.	"You shouldn't ever interrupt when someone is reading."	
2. Mother using vacuum cleaner. Child keeps pulling plug out of socket. Mother is in a hurry.	"You're being naughty."	
3. Child comes to table with very dirty hands and face.	"You're not being a responsible big boy. That's what a little baby might do."	
4. Child keeps postponing going to bed. Mother and Dad want to talk about a private problem of concern to them. Child keeps hanging around, preventing them from talking.	"You know it's past your bedtime. You're just trying to annoy us. You need your sleep."	
5. Child keeps pleading to be taken to a movie, but he has not cleaned up his room for several days, a job he had agreed to do.	"You don't deserve going to a movie when you have been so inconsiderate and selfish."	
6. Child has been sulking and acting sad all day. Mother doesn't know reason.	"Come on now. Stop this sulking. Either brighten up or you'll have to go outside and sulk. You're taking something too seriously."	
7. Child is playing phonograph so loud it is interfering with conversation of parents in next room.	"Can't you be more considerate of others? Why do you play that so loud?	
8. Child promised to iron napkins to be used for dinner party. During day she dawdled; now it's one hour before guests arrive and she hasn't started the job.	"You have dawdled all day and fallen down on your job. How can be you be so thoughtless and irresponsible?	

9.	Child forgot to show up at agreed upon time she was to be home, so Mother could take her to buy shoes. Mother is in a hurry.	"You should be ashamed. After all, I agreed to take you and then you are careless about the time."

ITEM NO: 02667 DATE ENTERED: 11-3-80

ADULT VOCATIONAL PARENT & FAMILY EDUCATION CONCEPTUAL FRAMEWORK FOR PARENT EDUCATION

Self-help guide to a conceptual framework of parent education. Attemtps a comprehensive view of five different content areas:

Child development
Parent development
Family life
Child rearing practices
Family support systems

Presents methods of organizing and integrating available parent education information.

RELATED INFORMATION: To be used in combination with the Resource Guide for Parent Education

AUTHOR: Gail C. Roberts
DATE: 1979
PAGES: 18
SOURCE: Minnesota Instructional Materials Center,
White Bear Lake, MN

ITEM NO: 02668 DATE ENTERED: 11-3-80

ADULT VOCATIONAL PARENT & FAMILY EDUCATION PARENT EDUCATION RESOURCE GUIDE

Selected guide of print and audio-visual materials that are considered to be cintral to the field of parent education. Includes title, author, publisher, address and copyright date.

RELATED INFORMATION: Conceptual Framework for Parent Education

AUTHOR: Gail Roberts
DATE: 1979
PAGES: 23
SOURCE: Minnesota Instructional Materials Center,
White Bear Lake, MN

ITEM NO: 01480 DATE ENTERED: 7-7-81

BEING A PARENT: UNCHANGING VALUES IN A CHANGING WORLD

Book counseling parents who are uncertain of the present role of parents and what successful parenting entails in contemporary society. Discusses unchanging, fundamental values of human relationships. Concentrates on development patterns and nurturing of individuals. Advocates setting limits to child's freedom and restraint as a means of developing a sense of security in the child. Some topics are:

Development through the years
Character education
Discipline
Leisure time

AUTHOR: Karl S. Bernhardt
DATE: 1973
PAGES: 189
SOURCE: University of Toronto Press, Toronto, Canada

ITEM NO: 00926 DATE ENTERED: 3-23-81

BILLY AND OUR NEW BABY

Children's book aimed at helping the pre-schooler make adjustment to a new baby in the family. Billy wonders if the baby will be competition or a playmate. His emotins and reactions are dealt with by his parents in a wholesome manner. he becomes aware that it's all right to feel angry but he may not harm or be destructive to others.

AUTHOR: Helene S. Arnstein
DATE: 1973
PAGES: 29
SOURCE: Human Sciences Press, NY

ITEM NO: 00157 DATE ENTERED: 9-29-80

BLACK CHILD CARE - HOW TO BRING UP A HEALTHY BLACK CHILD IN AMERICA: A GUIDE TO EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT

Practical advice for black parents on how to raise children to grow up healthy, self-confident and secure in a racist society. Written by two black psychiatrists as a guide to the emotional and psychological development of the black child. In question and answer format.

Planning for parenthood
Health of mother and child during pregnancy
Important decisions
The hospital experience

Includes teacher's guide and ditto masters. Designed for high school level students.

AUTHOR: Butterick Publishing
DATE: 1977
SOURCE: Butterick Publishing

ITEM NO: 06715 DATE ENTERED: 7-19-83

A BOOK FOR GRANDMOTHERS

Book contains suggestions for successful grandmothering. Offers advice on: roles grandmothers must play; how to stay involved; activities; handling family crises, and how to give advice.

AUTHOR: Ruth Goode
DATE: 1976
PAGES: 204
SOURCE: Macmillan Publishing Company, Inc., New York, NY

ITEM NO: 07675 DATE ENTERED: 6-7-84

THE CARING PARENT

Text is designed to teach parenting skills at the high school or community college level, focusing on the development of strong parent-child relationships. Divided into three sections: The Responsible Parent, The Guiding Parent and The Nurturing Parent. Emphasizes the importance of developing a positive self-concept in a child and discusses both parents' roles in parenting.

In addition to basic care and feeding information, the text examines values, discipline and emotional development. Also discusses the teenage parent, the family in crisis, death and dying and living with handicapped children. Each chapter includes discussion questions, a list of references and a glossary of terms.

AUTHOR: Henry E. Draper and Wanda Draper
DATE: 1983
PAGES: 383
SOURCE: Bennett Publishing Company, Peoria, IL

ITEM NO: 05984-AV DATE ENTERED: 7-26-82

CHILD CARE: CHALLENGES AND REWARDS

Sound filmstrip program provides instruction on the value of the parental role. Helps students understand young children from birth to three years and aids them in developing skills, interests and attitudes about careers involving the care and education of children. Also contains a recurring theme that encourages self-evaluation. The five filmstrips are:

The First Four Months

Five Months to Twelve Months
Twelve Months to Twenty-Four Months
Two Years to Three Years
What About You?

Includes an instructor's guide.

AUTHOR: Anita H. Cumming
DATE: 1979
LENGTH: Unknown
SOURCE: Charles A. Bennett Co., Inc.

ITEM NO: 02706-AV DATE ENTERED: 11-18-80

CHILD CARE: PRENATAL CARE

Audio-visual program covering all aspects of prenatal care. Designed to provide information that will foster positive attitudes and skills regarding some of the decisions prospective parents have to make before the baby's birth. Divided into four filmstrips and accompanying cassette tapes:

Planning for parenthood
Health of mother and child during pregnancy
Important decisions
The hospital experience

Includes teacher's guide and ditto masters. Designed for high school level students.

AUTHOR: Butterick Publishing
DATE: 1977
SOURCE: Butterick Publishing

ITEM NO: 04121-AV DATE ENTERED: 10-13-81

CHILD DEVELOPMENT AND CHILD HEALTH: HEALTH AND SAFETY

Sound filmstrip program provides a look at the helath care needs of young children and how parents may satisfy those needs. Also presents information on accident-proofing the home and steps to take in emergency situation. The five filmstrips, long play record and scripts cover subjects of:

How Careful is Safe?
The Explorer
Out in the Big World
When a Child is Safe
When Minutes Count

Also includes discussion questions and references.

AUTHOR: Ruth Winter
DATE: 1975
PAGES: Various
SOURCE: Parents' Magazine Films, Inc., New York, NY

ITEM NO: 04192-AV DATE ENTERED: 8-27-81

CHILD DEVELOPMENT AND CHILD HEALTH: LOVE AND IDENTITY

Five sound filmstrips, and script booklets, discuss a child's need for love as a requirement for health emotional and psychological growth. Contains the following topics:

The Subject is Love
The Need for Attention
Food and Love: Food Misunderstood
Love and Independence
The Oedipal Phase

AUTHOR: Maria W. Piers
DATE: 1975
PAGES: Various
SOURCE: Parents' Magazine Films

ITEM NO: 03478-AV DATE ENTERED: 2-15-83

CHILD DEVELOPMENT - THE PRENATAL PERIOD AND INFANCY

Audiovisual set provides parents or potential parents with information on early child development. Material consists of four pgorams which correspond to stages of development: prenatal, birht to six months, six months to a year, and one to two years. Material outlines prenatal planning techniques for better infant care. Stresses nutrition and a stimulating environment during the early years.

Set consists of four filmstrips with cassette tapes, a teacher's guide and spirit masters of worksheets.

AUTHOR: Jean Clarkson
DATE: 1976
LENGTH: 40 Minutes
SOURCE: Butterick Publishing, New York

ITEM NO: 06950 DATE ENTERED: 8-9-83

CHILDREN IN YOUR LIFE: A GUIDE TO CHILD CARE AND PARENTING

Book is written to give students an understanding of child development and parenting by combining theory with practical activities, projects, and case studies. The text is divided into 24 units, grouped into 8 sections covering subjects from child development to parenting and the community. Material is presented in a 2-column format designed to make thetext effective as a self-instructional tool Theory is presented in the outer columns while the inner columns contain exercises, activities, and other learning aids. An instructor's guide is also included.

AUTHOR: Deanna Radeloff and Roberta Zechman

DATE : 1981
PAGES: 346
SOURCE: Delmar Publishers, Albany, NY

ITEM NO: 03851 DATE ENTERED: 9-28-81

COMBINED ROLES: HOMEMAKER AND WAGE EARNER ROLES IN SECONDARY HOME ECONOMICS PROGRAMS

Learning module designed to integrate the roles of homemaker and wage earner in the "modern" family. Competency A examines the combined roles of wage-earner and homemaker and its effect on family life. Covers self-concepts, values, attitudes, goals, role-making, interpresonal relationships, communication and employability. Competency B stresses management of resources to help organize individuals and families. Covers managing time, energy, parenting, child care, house care, foods, marketing, clothing care and money. Emphasizes the elimination of sex-stereotyping.

AUTHOR: University of Northern Iowa
DATE: 1980
PAGES: 164
SOURCE: University of Iowa, State of Iowa Department of Public Instruction

ITEM NO: 05612-AV DATE ENTERED: 12-15-81

A CONSUMER IS BORN

Slides and tape cassette portraying the infant and mother through the process of birth. Slides show prenatal procedures, hospital exams, necessary purchases for child, and post natal care for mother and child. Emphasizes consumer goods an consumer services, concentrating on prenatal medical and hospital supervision.

AUTHOR: Ruth Meeks
DATE: Unknown
LENGTH: 86 Slides and 30 Minute cassette
SOURCE: Oakmont High School, Oakland, CA

ITEM NO: 00224 DATE ENTERED: 9-18-80

THE CONSUMERS UNION GUIDE TO BUYING FOR BABIES

Consumer guide to information on baby products and aspects of baby's health. Consolidates articles from "Consumer Reports" magazine and the book, "The Medicine Show." Gives brand and model ratings for products. Articles include:

Ratings on food, diapers, strollers, furniture, etc.
information on sudden infant death
Harmful drugs in pregnancy
Helpful tips on aspirin, treating a cold, diaper pins, etc.

AUTHOR: Editors of Consumer Reports
DATE: 1975
PAGES: 220
SOURCE: Consumers Union, Mount Vernon, NY

ITEM NO: 03578 DATE ENTERED: 12-20-82

CONTEMPORARY PARENTING CHOICES: SEXUALITY AND THE ADOLESCENT

Study module on sexuality and the adolescent. Modules designed to provide students with opportunities to explore the concept they have of themselves and the influence of others on their their sexual attitudes and behavior. Modules are used as basis for planning courses or units of study appropriate to particular students. Includes audiovisual resources and learning activities.

AUTHOR: Jerelyn Schultz and others
DATE: 1980
PAGES: 260
SOURCE: Iowa State University and State of Iowa Department of Public Instruction

ITEM NO: P-9400 DATE ENTERED: 1-24-83

CURRICULUM FOR PARENTHOOD EDUCATION

Report describes a project that developed, validated and disseminated over 100 modules on parenthood education. The modules were disseminated through a variety of inservice approaches to consumer and homemaking education teachers and had as their goal emphasis on providing relevant material for: economically depressed areas; FHA-HERO strategies; sex equity; and utilization by the handicapped and limited-English speaking.

PROJECT STARTING DATE: October 1980
PAGES: 4
PROJECT DIRECTOR: Jeanette M. Powell
INSTITUTION: San Ramon Valley Unified School District

ITEM NO: P-0245 DATE ENTERED: 11-21-83

CURRICULUM FOR PARENTHOOD EDUCATION: SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

Final report of a project designed to develop parenting curriculum guide for California Consumer and Homemaking Educaiton teachers (A Curriculum Design for Secondary Students). The parenting curriculum modules were developed and tested in seven schools. Models were field tested in over 50 other secondary schools. The guide is comprised of the Curriculum Design and Instructional Patterns.

PROJECT STARTING DATE: October 1, 1981

FINAL REPORT DATE: June 30, 1983
PAGES: Various
PROJECT DIRECTOR: Jeanette M. Powell
INSTITUTION: San Ramon Unified School District

ITEM NO: 06144 DATE ENTERED: 3-29-83

DAYS OF DECISION - AM I PARENT MATERIAL?

Folder contains material designed to stimulate student thought about the reasons why they want to have children and to consider the number of children which may be right for them.

AUTHOR: National Alliance for Optional Parenthood
DATE: 1980
PAGES: 10
SOURCE: National Alliance for Optional Parenthood, Washington, DC

ITEM NO: 00256 DATE ENTERED: 9-22-80

THE END OF THE FIRST YEAR: NINE TO TWELVE MONTHS

For school-age mothers, easy to read, pictorial, self-instruction workbook. Assists young mothers to understand and relate to their baby from nine to twelve months. Helps them to evaluate their past and to look toward a happy future.

Topics discussed include:

Looking Back Over the Past Year
Baby's Separation Anxiety
Toilet Training
Emjoyment of Baby's New Activities
Plans for Future Marriage

RELATED INFORMATION: Part of series: Parenting Curriculum Individualized Study Books:

Getting to Know Your Baby and Yourself - Prenatal to Birth - #00251
Your New Human/Birth to One Month - #00252
Learning About the World/One Month to Three Months - #00253
Your Baby Grows/Three to Six Months - #00254
Learning More Each Day/Six to Nine Months - #00255
Teacher's Guide/Early Child Development - #00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 60

SOURCE: Consortium on Early Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

ITEM NO: 07237-AV DATE ENTERED: 8-9-83

EXPLORING CHILDHOOD

Document contains materials from three modules exploring childhood and the interactions between parents and their children. The Family and Society module deals with learning how stressful situations can endanger children and how parents can help. Materials in this module include a workbook teachers guide, and recorded case study. Module 2, Seeing Development, addresses the parental role in understanding and helping children who are coping with strong feelings. This module is contained in one booklet. Module 3, Working with Children, offers different perspectives on discipline, misbehavior, and punishment. This module is also contained in one booklet.

AUTHOR: Education Development Center, Inc.
DATE: 1974
PAGES: Length: one 33-1/3 record
SOURCE: EDC School and Society Programs, Newton, MA

ITEM NO: 00457 DATE ENTERED: 11-4-81

EXPLORING CHILDHOOD: RAISING A FAMILY ALONE

Text and teacher's guide explore the dilemma of being a single parent, with special focus given to the problems of time-management, total responsibility, loneliness and integrating social life and child care obligations. Offers case studies, learning activities and discussion group suggestions, highlights include adjusting to death and divorce.

AUTHOR: Educational Development Center, Inc.
DATE: 1976
PAGES: Various
SOURCE: Educational Development Center, Inc., Newton, MA

ITEM NO: 04782 DATE ENTERED: 10-19-81

EXPLORING THE PARENTHOOD CHOICE - AN ACTIVITIES GUIDE FOR EDUCATORS

Pamphlet prompts students to think about various dimensions of the parent role by listing questions and offering activities that deliver the message of parenthood as a choice. Helps in the exploration of the realities of parenthood and introduces the idea that some people choose not to be parents.

Each section focuses on different learning objectives and suggests 20 activities to implement the objectives, including: clarification exercises, information sharing, community experiences, role plays, and case studies.

AUTHOR: National Alliance for Optional Parenthood
DATE: 1981
PAGES: 78
SOURCE: National Alliance for Optional Parenthood, Washington, DC

ITEM NO: 06095 DATE ENTERED: 7-27-82

FAMILY EDUCATION CURRICULUM GUIDE

Curriculum guide serves as a model and resource for secondary level teachers setting up a family life education program. Guide is divided into ten sections. Each section lists general objectives, suggests approaches, offers lesson plans, and includes instructional material. Some of the sections are:

Introduction to Self-Esteem
Adolescent Growth and Development
Birth Control and Parenting
Decision Making Within Relationships

AUTHOR: U.S. Department of Health and Human Services
DATE: 1980
PAGES: 383
SOURCE: Superintendent of Documents, Washington, DC

ITEM NO: 00305 DATE ENTERED: 3-16-81

FAMILY PLANNING AND POPULATION EDUCATION IN HOME ECONOMICS: A SOURCEBOOK FOR TEACHERS

Four teaching units with lesson plan ideas for teaching family planning and population education. Includes ideas for bulletin boards, stories, and student projects.

Unit topics include:

The Family
Resource Management
Food and Nutrition
Human Development

AUTHOR: American Home Economics Association
DATE: 1977
PAGES: Various
SOURCE: American Home Economics Association
International Family Planning Project, Washington, DC

ITEM NO: 06188 DATE ENTERED: 1-24-83

FAMILIES AND SCHOOLS: IMPLEMENTING PARENT EDUCATION

Collection of articles addresses the controversy surrounding parenthood education and discusses the problems both in theory and practice. Can be useful to those educators who are either planning a parenthood education course or improving one.

AUTHOR: The Education Commission of the State
DATE: 1980
PAGES: 41
SOURCE: The Education Commission of the States,
Denver, CO

ITEM NO: 03439-AV DATE ENTERED: 1-24-83

FAMILY LIFE: PARENTHOOD

Filmstrip set discusses the impact that changing lifestyles are having on childbearing and parenthood. Presents information on new patterns of family structure: single parents, father custody, working mothers and childless couples. Considers the growing problems of teenage alcoholism and drug abuse.

Suggests communication techniques for parents as a solution to some of the child rearing problems contributing to or caused by a rapidly changing society.

Set includes spirit masters of worksheets.

AUTHOR: Butterick Publishing
DATE: 1976
SOURCE: Butterick Publishing, New York

ITEM NO: 03116 DATE ENTERED: 12-29-82

FAMILY LIVING AND PARENTHOOD EDUCATION LEVELS I AND III

Two curriculum guides provide competency-based instructional modules for secondary family living and parenting education classes. Sections contain objectives, pre/post tests, lesson outlines, information sheets and references.

Areas covered in the guides include: Exploring the Self, Decision Making, Communication, Parental Relationships, and Adult Living.

AUTHOR: Tennessee State Department of Education
DATE: Unknown
PAGES: Various
SOURCE: Tennessee State Department of Education,
Nashville, TN

ITEM NO: 06961 DATE ENTERED: 8-30-83

FATHERING: IT'S NOT THE SAME: ANTHOLOGY OF ISSUES AND RESOURCE DIRECTORY

FATHERING: IT'S NOT THE SAME: Examines the changing role of the father in American society. It presents the ideas and experiences of many researchers who are working with fathers, and includes many men's personal feelings and observations as they discuss topics such as family planning, love and violence, teenagers, and step-fathering. The book also contains a resource directory of organizations and services available to fathers, and a bibliography of books, periodicals, films and educational materials.

AUTHOR: Robert Sayers
DATE: 1983
PAGES: 90
SOURCE: The Nurtury Family School, Larkspur, CA

ITEM NO: 06852 DATE ENTERED: 7-20-83

THE FUTURE OF MOTHERHOOD

Book is concerned with the way society institutionalizes the bearing and rearing of children and the forces - technological, political, economic, and ethical - that shape its operation. Topics addressed include: role models for motherhood, the importance of motherhood, role severance and attrition, nontraditional mothers, and the economics of motherhood.

AUTHOR: Jessie Bernard
DATE: 1974
PAGES: 426
SOURCE: Penguin Books, Inc., New York, NY

ITEM NO: 05128-AV DATE ENTERED: 11-3-81

GENERATION RAP: THE PARENTS AND KIDS GAME

Board game between parents and their children helps develop communication skills and empathy by the use of cooperative playing techniques. Players score points for agreement. Players can also reverse roles for additional insight and understanding into how the family members perceive each other.

AUTHOR: Educational Ventures
DATE: 1972
PAGES: Unknown
SOURCE: Educational Ventures, Middletown, CT

ITEM NO: 00251 DATE ENTERED: 9-22-80

GETTING TO KNOW YOUR BABY AND YOURSELF: PRENATAL AND BIRTH

For pregnant students, easy to read, pictorial, self-instruction workbook. Assists them to understand their baby and their own feelings, thoughts, and plans. Topics discussed include:

Conception
Ovum, Embryo, and Fetus Development
Mother's Nutrition and Body Changes
Baby's Survival in Womb
Labor and Birth

RELATED INFORMATION: Part of series: Parenting Curriculum:
Individualized Study Books:
Your New Human/Birth to One Month - #00252
Learning About the World/One Month to Three Months - #00253
Your Baby Grows/Three to Six Months #00254
Learning More Each Day/Six to Nine Months - #00255
The End of the First Year/Nine to Twelve Months - #00256
Teacher's Guide/Early Child Development - #00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 57
SOURCE: Consortium on Early Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

ITEM NO: 06979 DATE ENTERED: 8-29-83

GUIDE FOR EXPECTANT PARENTS

Booklet is a prenatal educational resource that explores the nine months of a pregnancy, postpartum period for both mother and child, and the child's first year of life. Organized as six short chapters, each chapter addresses a specific area of pregnancy and contains a true/false test at the end.

Included with the booklet is an Instructor's Reference Index with chapter summaries.

AUTHOR: EDN Corporation
DATE: 1980
PAGES: 39
SOURCE: The EDN Corporation, Jenkintown, PA

ITEM NO: 06855 DATE ENTERED: 8-29-83

THE HALF-PARENT

The Half-Parent, written for and about the parent-by-marriage, explores the emotional and adjustment problems experienced by people in such situations. Within the 12 chapters the author analyzes legal questions, etiquette, sexual tensions, and discipline.

AUTHOR: Brenda Maddox
DATE: 1975
PAGES: 196
SOURCE: M. Evans and Company, Inc., New York, NY

ITEM NO: 06708 DATE ENTERED: 7-15-83

HELP YOUR BABY LEARN

Book describes the day-to-day developments most babies go through from birth to their second year. Suggests activities to do with babies which help participating adults become more observant and understanding of an infant's developing behavior. Activities are based on the developmental theories of Dr. Jean Piaget.

AUTHOR: Stephen Lehane
DATE: 1976
PAGES: 206
SOURCE: Prentice-Hall, Inc., Englewood Cliffs, NJ

ITEM NO: 05611-AV DATE ENTERED: 11-30-81

HELPING PARENTS WITH DECISION MAKING IN DAY CARE

Six filmstrips and sound cassettes in both English and Spanish with accompanying scripts on helping parents make decisions about day care. Topics cover the problem working parents face in finding a suitable day care center and what to look for, different types of care available, childrens' needs in away from home care, and how to deal with separation from home. It includes bilingual leaflets emphasizing major points in the films.

AUTHOR: Pacific Oaks College
DATE: Unknown
LENGTH: Six 30 Minute cassettes
SOURCE: Pacific Oaks College

ITEM NO: 04097-AV DATE ENTERED: 10-9-81

HOW AN AVERAGE CHILD BEHAVES - FROM BIRTH TO AGE FIVE

Sound filmstrip program demonstrates the basic areas of growth and how different facets ae related to the total development of a baby in the first five years of life. Five filmstrips, tape cassettes and script booklets cover topics of:

From birth to age one: A time of remarkable growth
From one to two: The toddler emerges
From two to three: Pushing for independence
From three to four: Socialization is the task
From four to five: Entering the big world

Also includes discussion questions and references.

AUTHOR: Mary B. Hoover
DATE: 1974
PAGES: Various
SOURCE: Parents' Magazine Films, Inc., New York, NY

ITEM NO: 01472 DATE ENTERED: 11-3-80

HOW TO FATHER

Discusses the role of fatherhood; changing attitudes and expectations of fathers, and the vital contributions of fathers to child development.

Every developmental stage is discussed from infancy to adolescence. Some subjects covered are:

How to stimulate your child intellectually
The right ways to play with your child
The best books for your child to read
How to deal with the drug threat

One chapter deals with the topic of divorce and remarriage. Appendices cover topics such as: toys and play equipment, toys a father can make, guide to books and "survival kit" for fathers.

AUTHOR: Dr. Fitzhugh Dodson
DATE: 1974
PAGES: 497
SOURCE: The New American Library, Inc., New York, NY

ITEM NO: 01716 DATE ENTERED: 10-8-81

HOW PARENTS TELL THEIR CHILDREN THEY ARE ADOPTED

Booklet relating the authors findings an conclusions gleaned over 15 years of working with adoptive families served by Children's Home Society. Assists adoptive families in resolving special concerns that may be associated with adoptive parenthood.

AUTHOR: Franz Rohr
DATE: 1970
PAGES: 21
SOURCE: Children's Home Society of California, Public Relations
Department, Los Angeles, CA

ITEM NO: 06239 DATE ENTERED: 8-17-82

HOW TO RAISE CHILDREN'S SELF-ESTEEM, HOW TO RAISE TEENAGERS' SELF-ESTEEM, HOW TO DISCIPLINE CHILDREN WITHOUT FEELING GUILTY, HOW TO TEACH CHILDREN RESPONSIBILITY

Four handbooks for teachers and parents covering the following: helping children improve using self-confidence values-attitudes techniques and interaction with others; helping teenagers with self-esteem by using case examples to illustrate new approaches to problems, helping adults to direct children effectively by rewarding good behavior, fitting chores to the child, and being consistent with discipline; and helping parents and teachers instill responsibility in children: defines responsibility and provides practical activities for teaching responsibility.

AUTHOR: Harris Clemes and others
DATE: 1980
PAGES: Various
SOURCE: Enrich, Div./Ohaus, San Jose, CA

ITEM NO: 04701 DATE ENTERED: 11-2-81

INFANT CARE

Manual provides instruction for parents in the care and feeding of newborn and older infants, focusing on: formula vs. breast feeding. health needs, development checklist, common problems and worries and how to react in an emergency. Also provides accessory information such as how to choose a responsible babsitter and what kinds of equipment should be purchased in anticipation of the baby's birth.

AUTHOR: A. Frederick North
DATE: 1980
PAGES: 67
SOURCE; U.S. Department of Health and Human Services,
Washington, DC

ITEM NO: 06049-AV DATE ENTERED: 7-27-82

INFANT CARE AND DEVELOPMENT

Four-part sound filmstrip set helps prospective or new parents make informed decisions concerning child care. Covers topics of:

Infants and Learning
Growth in the First Year
Infants' Food Needs
Breast Feeding and Bottle Feeding

Also includes an instructor's manual with discussion questions and learning objectives.

RELATED INFORMATION: Part of a series: #06048-AV

AUTHOR: McGraw-Hill Films
DATE: Unknown
LENGTH: 45 minutes
SOURCE: McGraw-Hill Films, New York, NY

ITEM NO: 06978 DATE ENTERED: 10-26-83

INFANT FEEDING: AN ANNOTATED BIBLIOGRAPHY

This annotated bibliography includes sections on: Breast Feeding, Infant Formula, Comparison of Breast and Bottle Feeding Methods, Solid Foods, Infant Formula use in Developing Countries, Preterm and Low Birthweight Infants, Clinical Concerns in Infant Feeding, Recipes, and Audiovisual materials.

AUTHOR: Christine Marie Crowhurst and Bonnie Lee Kumer
DATE: 1982
PAGES: 154
SOURCE: Nutrition Information Service, Ryerson Polytechnical Institute, Toronto, Ontario, Canada

ITEM NO: 00253 DATE ENTERED: 9-22-80

LEARNING ABOUT THE WORLD: FROM ONE MONTH TO THREE MONTHS

For school-age mothers, easy to read, pictorial, self-instruction workbook. Assists young mothers in learning about their one to three month old baby. Helps them to relate to their own feelings, thoughts, and plans. Topics discussed include:

Changes in Feeding Schedule
Why Baby Cries
Age Characteristics
Mothers Need for Other Activities
Enjoying Time Spent With Baby
Birth Control Methods

RELATED INFORMATION: Part of a series: Parenting Curriculum Individualized Study Books:

Getting to Know Your Baby and Yourself/ Prenatal to Birth #00251
Your New Human/Birth to One Month #00252
Your Baby Grows/Three to Six Months #00254
Learning More Each Day/Six to Nine Months #00255
The End of the First Year/Nine to Twelve Months - #00256

Teacher's Guide/Early Child Development
#00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 61
SOURCE: Consortium on Early Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

ITEM NO: 00255 DATE ENTERED: 9-22-80

LEARNING MORE EACH DAY: SIX TO NINE MONTHS

For school-age mothers, easy to read, pictorial, self-instruction workbook. Assists students to learn and understand about their baby from six to nine months. Helps them to relate to new experiences that they will be involved in. Topics discussed include:

Age Characteristics
Qualities of Good Caretaker
Baby's New Activities
Evaluating Toys
Mother's School/Job Decisions

RELATED INFORMATION: Part of a series: Parenting Curriculum Individualized Study Books:

Getting to Know Your Baby and Yourself/ Prenatal to Birth #00251
Your New Human/Birth to One Month #00252
Your Baby Grows/Three to Six Months #00254
Learning More Each Day/Six to Nine Months #00255
The End of the First Year/Nine to Twelve Months #00256
Teacher's Guide/Early Child Development #00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 56
SOURCE: Consortium on Early Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

ITEM NO: 06386-AV DATE ENTERED: 12-29-82

MIDLIFE AND SEMINARS FOR ADULTS ON LIFECYCLE ISSUES

MIDLIFE - series of case studies illustrates some of the dilemmas, feelings, and issues that face people during Midlife.

Covers: love, family and commitment, work and unemployment, health concerns, some of the jolts of Midlife, and examples of personal growth.

SEMINARS FOR ADULTS - is a leader's guide for conducting adult seminars on the Midlife experience. Contains selections of readings from a variety of sources, discussion topics, and activities for participants. The topics covered in the guide are the same as those in the MIDLIFE booklet.

The publications are accompanied by three tape cassettes which contain discussions by several men and women concerning their work, lifestyles and concerns.

AUTHOR: Education Development Center, Inc.
DATE: 1981
PAGES: 90 AND 155
SOURCE: Education Development Center, Inc., Newton, MA

ITEM NO: 01650 DATE ENTERED: 11-3-80

PARENTS AND TEENAGERS: GETTING THROUGH TO EACH OTHER

Book to help parents and teenagers bridge the communication gap. Topics encourage dialogue between both groups. Major subject headings include:

A "Gap" is an Opening
Drugs
Shh...the Topic is M-o-n-e-y
Enlightened Sexual Illiterates
Marriage: Till Life Do Us Part

AUTHOR: Margaret Albrecht
DATE: 1978
PAGES: 288
SOURCE: Parents' Magazine Press, New York, NY

ITEM NO: 00327 DATE ENTERED: 10-27-80

PARENTHOOD EDUCATION: A CURRICULUM GUIDE

Competency-based guide contains a variety of enabling activities, competency statements, and criteria for measuring learner achievement.

Allows teachers to choose those enabling activities which best suit their needs and resources. Annotated bibliography includes books, periodicals, pamphlets, and filmstrips.

Organized into subject headings which include:

Preparation for Parenthood, Family Unit, Parental Role
Development of the Child, Discipline, Teaching of Values

Community Service, Society and Family

AUTHOR: Jack Witkowsky and Joseph Cronin
DATE: 1979
PAGES: 171
SOURCE: Department of Adult, Vocational and Technical Education, State Board of Education, Springfield, IL

ITEM NO: 02571-AV DATE ENTERED: 11-18-80

PARENTING

Cassettes, teacher's guide, 4 filmstrips, and spirit masters describe the changing role of parents and provide exercises to demonstrate the concepts.

The first strip explains the change in reasons for having children. The second is a fictional life cycle from birth to parenthood. The third looks at a nuclear family and their relationships. The last presents alternatives to the nuclear family.

AUTHOR: Butterick Publishing
DATE: 1976
SOURCE: Butterick Publishing, New York, NY

ITEM NO: 06972 DATE ENTERED: 1-17-83

PARENTING BOOKLETS

The following three booklets and a brochure published by the National Committee for Prevention of Child Abuse make up this packet:

Parent-Child Bonding: The Development of Intimacy, by Stanley I. Greenspan
Growth and Development Through Parenting, by Elizabeth Elmer
Getting New Parents Off to a Good Start, by Ann L. Wilson
What Every Parent Should Know, by Thomas Gordon

AUTHOR: National Committee for Prevention of Child Abuse
DATE: 1983
PAGES: Various
SOURCE: National Committee for Prevention of Child Abuse, Chicago, IL

ITEM NO: 02368 DATE ENTERED: 10-26-82

PARENTING AND TEACHING YOUNG CHILDREN

A home economics textbook that discusses aspects of child development including parenthood, child care, and day care facilities. Includes teacher's manual.

AUTHOR: Verna Hildebrand and Irene Regan
DATE: 1981
PAGES: Various
SOURCE: Webster Division, McGraw-Hill Book Company

ITEM NO: 05133-AV DATE ENTERED: 10-6-81

PRENATAL CARE AND PREPARING FOR PARENTHOOD

An audiovisual package focusing on prenatal care and preparing for parenthood, and the problems, anxieties, and joys associated with this time in a couple's life. Discusses and explores topics relevant to both a mother and father experiencing a pregnancy. Presents case studies of parents and parents to be. Package consists of five filmstrips, corresponding cassette tapes, script and discussion books. The series emphasizes the father's and doctor's roles in prenatal care and birth.

AUTHOR: Suzanne S. Fremon
DATE: 1974
LENGTH: 15 Minutes
SOURCE: Parents' Magazine Films, Inc., New York, NY

ITEM NO: 04233-AV DATE ENTERED: 7-3-81

PREPARING THE CHILD FOR LEARNING

Set of filmstrips, tape cassettes, and script booklets examining how a child's learning potential develops and the ways in which parents and those who work with children can guide learning experiences in the formative years. Contains the following:

Where can a young child learn?
How language grows
How an Infant's Mind grows
Learning every day
How the young child's mind grows

AUTHOR: J. Ronald Lally and Alice S. Honig
DATE: 1973
SOURCE: Parents' Magazine

ITEM NO: 06315 DATE ENTERED: 1-24-83

PREVENTING CHILD ABUSE

Three pamphlets discuss topics of parenting and child abuse:

An Approach to Preventing Child Abuse
Emotional Maltreatment of Children
Growth and Development Through Parenting

The publications explore some of the problems and causes of child abuse and provide parents or prospective parents with preventative approaches to abusing their children. Also explores the stages of development for children and provides suggestions fo parents on how they can help their children develop to be mentally and physically healthy adults.

AUTHOR: Elizabeth Elmer and others
DATE: 1981
PAGES: 27, 26 AND 36
SOURCE: National Committee for Prevention of Child Abuse

ITEM NO: 06196-AV DATE ENTERED: 10-25-82

PROBLEMS PARENTS FACE

Tape-cassettes of conversations with Dr. Lee Salk on the following topics:

Organizing a Life of Your Own
Jealousy and Envy
Discipline and Punishment
Defiance and Rebellion
Developing Responsibility
Parental Arguments and Divorce
Answering Questions About Death
Explaining Facts of Reproduction
Discussing the Feelings of Sex
Handling School Problems
Peer Groups and Individuality
Letting Your Teenager Go

AUTHOR: Lee Salk
DATE: 1975
SOURCE: Lee Salk Audio Visual, Inc.

ITEM NO: 06868 DATE ENTERED: 8-1-83

PARENT-CHILD RELATIONS: AN INTRODUCTION TO PARENTING

Text describes the process of interaction by which parents and children affect each others as individuals and as a family. The text is divided into 3 parts, each part containing several chapters. Part one deals with contemporary issues about parenting, the roles of mother and father in view of classic and contemporary research. Part two introduces the reader to the changing nature of parent-child relations through infancy, childhood, adolescence, and early adulthood. Part three examines the effects of differences in family structure and function on parent-child relations. Each chapter contains a listing of references mentioned in that chapter.

AUTHOR: Jerry J. Bigner
DATE: 1979
PAGES: 273

SOURCE: Macmillan Publishing Co., Inc., New York, NY

ITEM NO: 02838 DATE ENTERED: 11-3-80

PARENTING THE CHILD WITH SPECIAL NEEDS

Adult course dealing with the special child. Presents child characteristics, lesson plans, resources, suggestions for parents, and diagnostic checklist with solutions using behavior modification.

RELATED INFORMATION: Adult Course in Parent Education for Consumer and Homemaking Education

AUTHOR: Helen Shryock
DATE: 1977
PAGES: 15
SOURCE: Department of Occupational Education, Frankfort, KY

ITEM NO: 05723 DATE ENTERED: 1-29-82

PARENTHOOD EDUCATION: A CURRICULUM GUIDE

Competency-based curriculum guide designed to provide the teacher-curriculum developer with a comprehensive program in parenthood education. Covers: preparation for parenthood, description of family unit, parental roles, children and discipline, child development, community, society and family, values, concerns, and decision-making.

AUTHOR: Illinois State Department of Education
DATE: 1979
PAGES: 171
SOURCE: Illinois State Department of Education, Springfield, IL

ITEM NO: 01478 DATE ENTERED: 10-13-81

P.E.T.: PARENT EFFECTIVENESS TRAINING

Book by the founder of Parent Effectiveness Training program, teaches parents the active listening method for encouraging children to accept responsibility for themselves. Illustrates how parents can apply this method to child rearing. Appendices include practice exercises and annotated bibliography.

Major subject headings include:

- Parents are Persons, Not Gods
- How to Listen So Kids Will Talk to You
- How to Talk so Kids Will Listen to You
- Putting "I-Messages" to Work
- Changing Unacceptable Behavior by Changing the Environment
- The "No-Lose" Method for Resolving Conflicts

AUTHOR: Dr. Thomas Gordon

BEST COPY AVAILABLE

DATE: 1970
PAGES: 338
SOURCE: Peter H. Wyden, Inc., New York, NY

ITEM NO: 06880 DATE ENTERED: 8-1-83

PARENTS' YELLOW PAGES

Parents' Yellow Pages is a survival tool for parents needing a source of information on community organizations and services that would make child rearing an easier and more satisfying task. Written in a problem solving format, many sections include an overview of the subject, alternative solutions, listing of relevant local and national organizations, book reviews, product catalogs, evaluation checklists, and numerous other features. Encompasses such categories as health, daily routines, illness, family life, discipline, socialization, environmental planning, education, family finances, and legal aid.

AUTHOR: Frank Caplan
DATE: 1978
PAGES: 511
SOURCE: Anchor Press/Doubleday, Garden City, NY

ITEM NO: 02275 DATE ENTERED: 10-14-81

PEOPLEMAKING

Book dealing with families and family process incorporating sensitivity, awareness, encounter and gestalt psychology into a family therapy program. Uses games, exercises, demonstrations, experiments, audio-visual techniques to help family members recognize and correct troubled family relationships by emphasizing four concepts: self-worth, communication, system, and rules.

AUTHOR: Virginia Satir
DATE: 1972
PAGES: 304
SOURCE: Science and Behavior Books, Inc., Palo Alto, CA

ITEM NO: 01477 DATE ENTERED: 11-3-80

RAISING CHILDREN IN A DIFFICULT TIME: A PHILOSOPHY OF PARENTAL LEADERSHIP AND HIGH IDEALS

Dr. Spock's book offers advice for parents on raising children from infancy through adolescence. Dr. Spock emphasizes how tested principles of human relationships still pertain today. Describes how mutual respect between parent and child can be established and maintained. Major subject headings include:

Fostering Good Attitudes in Children
Children Who Could Benefit from Psychotherapy
Adolescence and Rebellion

Drug Use - Particularly Marijuana
Divorce, Widowhood, and Remarriage
Teaching Beliefs and Ideals in a Cynical Age
Sex Education

AUTHOR: Dr. Benjamin Spock
DATE: 1974
PAGES: 268
SOURCE: W. W. Norton and Company, Inc., New York, NY

ITEM NO: 07694-AV DATE ENTERED: 10-4-84

REACHING OUT TO THE PREGNANT TEENAGER

Instructional module provides two booklets and two posters explaining the nutritional needs of pregnant teenagers. "Food for the Teenager During Pregnancy" outlines nutritional meal plans and covers other dietary and health care matters relating to pregnancy.

"Working with the Pregnant Teenager" explains why the young pregnant teenager is a high nutritional risk and identifies nutritional counseling strategies and sample lesson plans. Posters stress that nutrition is an important factor in fetal development and that visiting a doctor regularly and avoiding drugs, alcohol and cigarettes are important for a healthy pregnancy.

AUTHOR: U. S. Department of Health and Human Services
DATE: 1981
PAGES: Various
SOURCE: U. S. Department of Health and Human Services,
Washington, DC

ITEM NO: 01476 DATE ENTERED: 12-17-80

THE RESPONSIVE PARENT: MEETING THE REALITIES OF PARENTHOOD TODAY

Addresses various issues related to parenting. Discusses ways in which parents can satisfy their own ambitions while meeting the needs of their children. Describes communication skills important for parents. Intended to guide parents in assessing their long range goals, and examining their own attitudes and values as a step in successful parenting.

Some topics are:

No parent is perfect
What makes Johnny "behave"
Tapping the child's potential
Having the children you want - and no more

Bibliography included.

AUTHOR: Mary B. Hoover

DATE: 1972
PAGES: 255
SOURCE: Parent's Magazine Press, NY

ITEM NO: 00934 DATE ENTERED: 9-26-80

THE ROOTS OF LOVE: HELPING YOUR CHILD LEARN TO LOVE IN THE FIRST THREE YEARS OF LIFE

Concentrates on babies, young children, and parent's feelings as part of the developmental stages. Alerts parents to basic needs of babies and how to meet them for well-being and happiness of all family members. Specific issues include:

Impact of a first baby on a marriage
Influence of father in the early years
Development of baby's trust in others and himself

AUTHOR: U. S. Department of Health and Human Development
DATE: 1981
PAGES: 38
SOURCE: U. S. Department of Health and Human Development Services

ITEM NO: 04281-AV DATE ENTERED: 10-13-81

SAFE-TOY ENVIRONMENTS

Filmstrip and cassette tape discuss the qualities parents and child educators should look for when selecting toys for young children. Integrates safety needs with the desire for a toy that stimulates the child's mental growth and physical development.

AUTHOR: J. C. Penney
DATE: 1975
LENGTH: 5 Minutes
SOURCE: Educational Relations Department, J. C. Penney, New York, NY

ITEM NO: 01378 DATE ENTERED: 3-29-83

SEE HOW THEY GROW - CONCEPTS IN CHILD DEVELOPMENT AND PARENTING

Textbook and teacher's guide provide a "continuum" approach to parenthood education. Details the physical, emotional, social and intellectual development of children from infancy through adolescent stages. Activities allow students to role play as potential parents.

AUTHOR: Thomas Draper and others
DATE: 1982
PAGES: 391 and 137
SOURCE: Maclean Hunter Learning Resources, New York

ITEM NO: 06109 DATE ENTERED: 7-27-82

SINGLE PARENT FAMILIES

Booklet attempts to reassure single parents that they can raise healthy, happy children and provides some suggestions which may be helpful. Covers:

How Did We Become a Single Parent Family?
How Do We Live Together?
How Do We Get Along With Each Other?
How Do We Get Along With Others?
Some Special Notes for Particular Types of Single Parent
Community Resources
Books You May Find Helpful

AUTHOR: U. S. Department of Health and Human Development Services
DATE: 1981
PAGES: 38
SOURCE: U. S. Department of Health and Human Development Services

ITEM NO: 01651 DATE ENTERED: 12-8-80

SINGLE AND PREGNANT

Book outlines each of the alternatives available to single, pregnant women -- adoption, marriage, abortion, or single parenthood - and what to expect from each. Offers advice on where to seek counseling as well as medical, legal and financial aid. Appendix contains directory for abortion referral agencies, planned parenthood associations, and maternity and infant care projects throughout the United States. Bibliography.

Other topics include:

Conception and birth control
Maternity homes and school programs
Pregnancy diagnosis
Hospitalization and delivery
Parents and boyfriends

AUTHOR: Ruth I. Pierce
DATE: 1971
PAGES: 214
SOURCE: Beacon Press, Boston, MA

ITEM NO: 06237 DATE ENTERED: 10-26-82

SIX WEEKS TO BETTER PARENTING - THE COMPLETE GUIDE FOR CREATIVE RAISING OF CHILDREN TWO - TWELVE

Book helps parents raise children age two - twelve. Offers step-by-step methods and suggestions for educating, promoting, problem solving, character development, fostering creativity, and correcting behavior.

Broken down into 63 chapters, the book provides brief but specific examples drawn from actual experiences by the author.

AUTHOR: Caryl Waller Krueger
DATE: 1971
PAGES: 307
SOURCE: Career Publishing, Inc., Orange, CA

ITEM NO: 01721 DATE ENTERED: 10-31-80

STUDENT GUIDE FOR TEENAGE PREGNANCY: A NEW BEGINNING

Individual student workbook that follow the organization of the book-text series. Gives reading directions for each chapter and lists questions and activities for students to respond to:

- Complete a sentence
- Definitions
- Lists
- Drawing and labeling figures
- Explain the function of comparisons - advantages and disadvantages
- Fill-in charts
- Essay questions
- Case Studies

RELATED INFORMATION: Part of a series: TEENAGE PREGNANCY: A NEW BEGINNING
Exercise Booklet #01723
Teenage Pregnancy: A New Beginning - Textbook #01724

AUTHOR: New Futures, Inc.
DATE: 1978
PAGES: Various
SOURCE: New Futures, Inc., Albuquerque, NM

ITEM NO: 05136-AV DATE ENTERED: 11-4-81

SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING

STEP (Systematic Training for Effective Parenting) audio presentation package analyzes many of the common stresses and problems facing parents and suggests possible solutions through a series of cassettes, a self-paced workbook, visual aids and discussion facilitated by a group leader.

Understanding children's behavior, communication skills, decision making and responding positively to criticism are all important elements of the program. Includes charts and posters corresponding to discussion questions.

AUTHOR: Don Dinkmeyer and Gary D. McKay
DATE: 1976
LENGTH: 100 Minutes
SOURCE: American Guidance Service, Inc., Circle Pines, MN

ITEM NO: 04839 DATE ENTERED: 10-6-81

TEENS PARENTING: THE CHALLENGE OF BABIES AND TODDLERS

Textbook and accompanying study guides created for young parents or expectant teenage mother in teen mother programs. Gives an overview of realistic expectations connected with pregnancy and with each stage of the child's development. Also discusses related problems such as: money difficulties, living in a three-generation household, and conflicts between parenting and future employment/schooling plans.

AUTHOR: Jeanne Warren Lindsay
DATE: 1981
PAGES: 312
SOURCE: Morning Glory Press, Buena Park, CA

ITEM NO: 01724 DATE ENTERED: 10-31-80

TEENAGE PREGNANCY: A NEW BEGINNING

Self-instruction book-text written especially for the teenager who is expecting a baby. Co-authors were teachers for seven years in a special school for pregnant teens. Relates the hopes and fears of young mothers, answers their questions about the changes in their lives, helps them to do well with their pregnancies and to become the people they want to be. Includes descriptive illustrations and numerous photographs.

Contents include:

- How teens feel about pregnancy
- Understanding human reproduction
- Health care
- Nutrition and good eating habits
- The hospital stay
- Labor and delivery
- Becoming a parent

RELATED INFORMATION: Part of series: TEENAGE PREGNANCY: A NEW BEGINNING
Student Study Guide #01721
Exercise Booklet #01723

AUTHOR: Linda Barr and Catherine Monserrat
DATE: 1978
PAGES: 98
SOURCE: New Futures, Inc., Albuquerque, NM

ITEM NO: 02707-AV DATE ENTERED: 11-3-80

TOMORROW HAPPENS TODAY

Audio-visual filmstrip describing factors which may affect the unborn child, causing less than full life potential. Emphasizes prenatal care and discusses venereal disease, diet, maternal age, viruses and drugs.

AUTHOR: March of Dimes
DATE: 1972
SOURCE: March of Dimes, New York, NY

ITEM NO: 00095 DATE ENTERED: 2-26-81

TOY SAFETY

Packet of teaching materials designed to increase consumer awareness of toy safety. Provides information on recent developments and legal responsibilities involved in toy safety. Folder contains:

Fact Sheets
Toy Safety Curriculum
Classroom Activities Teacher's Guide
Adult Discussion Guide
Posters
Spanish Coloring Book

A motion picture and slide presentation are available for loan fron the Consumer Product Safety Commission.

AUTHOR: U. S. Consumer Product Safety Commission
DATE: 1976
PAGES: Various
SOURCE: U. S. Government Printing Office

ITEM NO: 06066-AV DATE ENTERED: 8-15-83

THE TRAVELS OF TIMOTHY TRENT

Consumer safety film follows a young child as he crawls from room to room exploring cabinets and shelves and coming into contact with potentially dangerous chemicals. Narration points out the need for child proof caps and cabinets as well as an awareness by parents of the potential hazards in most homes.

AUTHOR: U. S. Consumer Product Safety Commission
DATE: Unknown
LENGTH: 10 Minutes

SOURCE: National Audiovisual

ITEM NO: 04172-AV DATE ENTERED: 5-22-84

UNDERSTANDING EARLY CHILDHOOD - AGES 1 THROUGH 6 - THE CHILD'S POINT OF VIEW

Five-part filmstrip and cassette tape program introduce the parent to the world as perceived by a young child (1-6 years). This gives parents a better understanding of their children's behavior and enables them to deal with problems in a more understanding way.

ITEM NO: 01474 DATE ENTERED: 11-18-80

WHAT'S A FATHER FOR?

Parenting manual specifically addressed to the role of fathers. Explains basic patterns of physical growth and psychological development from birth to three years. Shares experiences that other fathers have had in childcare. Encourages fathers to examine their attitudes and traditional roles and utilize their individual approach to fathering. Special chapter discusses single fathers and their adjustments to fathering.

AUTHOR: Sara D. Gilbert
DATE: 1975
PAGES: 231
SOURCE: Parents' Magazine Press, New York, NY

ITEM NO: 06195-AV DATE ENTERED: 10-25-82

WHAT YOU SHOULD KNOW ABOUT PARENTHOOD

Tape cassettes of conversations with Dr. Lee Salk on the following topics:

Responsibilities of Parenthood
Selecting an Obstetrician
Emotions of New Parents
Natural Childbirth
What a Newborn is Like
Whether to Breast Feed
Being an Involved Father
Handling Advice from Others
Sharing Parental Tasks
Understanding Toilet Training
The Spoiled Child
Planning and Spacing Children

AUTHOR: Lee Salk
DATE: 1975
SOURCE: Lee Salk Audio Visual, Inc.

ITEM NO: 00254 DATE ENTERED: 9-22-80

YOUR BABY GROWS: THREE TO SIX MONTHS

For school-age mothers, easy to read, pictorial, self-instruction workbook. Assists young mothers to understand the growth and development of their baby from three to six months. Helps teenagers to relate to the changes going on in their own life. Topics discussed include:

- Age Characteristics
- Improving Mother's Appearance and Self-Esteem
- Diet and Exercise
- Baby's Likes and Dislikes

RELATED INFORMATION: Part of series: Parenting Curriculum Individualized Study Books:

Getting to Know Your Baby and Yourself Prenatal to Birth - #00251

Your New Human/Birth to One Month - #00252

Learning About the World - One Month to Three Months - #00253

Learning More Each Day - Six to Nine Months - #00255

The End of the First Year - Nine to Twelve Months - #00256

Teacher's Guide/Early Child Development #00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 66
SOURCE: Consortium on Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

ITEM NO: 00932 DATE ENTERED: 10-30-81

YOUR CHILD'S SELF-ESTEEM: THE KEY TO HIS LIFE

Gives parents a psychologically sound and workable formula for building self-esteem in their children. Focuses on growth stages, discipline, negative emotions, love communication, intelligence, creativity, and sex stressing the impact on the child's sense of identity.

AUTHOR: Dorothy Corkille Briggs

DATE: 1970
PAGES: 341
SOURCE: Doubleday and Company, Garden City, NY

ITEM NO: 00954 DATE ENTERED: 11-16-81

YOUR CHILD AND SEX: A GUIDE FOR PARENTS

Co-author of Kinsey Reports applies his knowledge of human behavior to the sexual problems complicating today's family life - gives modern insight into new and age-old issues. Supplies parents with an understanding of their own sexuality. Offers ways and means of talking about sex to children from the very young to post-adolescents.

AUTHOR: Wardell B. Pomeroy, Ph.D
DATE: 1974
PAGES: 206
SOURCE: Delacorte Press/New York

ITEM NO: 00252 DATE ENTERED: 9-22-80

YOUR NEW HUMAN: BIRTH TO ONE MONTH

For school-age mothers, easy to read, pictorial, self-instruction workbook. Assists young mother to understand her newborn baby and their own feelings, thoughts, and plans. Topics discussed include:

Newborn Characteristics
Care and Health of Baby
Planning New Schedule
Qualities of Good Babysitter

RELATED INFORMATION: Part of series: Parenting Curriculum Individualized Study Books:

Getting to Know Your Baby and Yourself/Prenatal to Birth - #00251

Learning About the World/One Month to Three Months - #00253

Your Baby Grows/Three to Six Months - #00254

Learning More Each Day/Six to Nine Months - #00255

The End of the First Year/Nine to Twelve Months - #00256

Teacher's Guide/Early Child Development - #00250

AUTHOR: Grace C. Cooper
DATE: 1974
PAGES: 71
SOURCE: Consortium on Early Childbearing and Childrearing
Child Welfare League of America, Inc., Washington, DC

THE PRECEDING RESOURCES ARE FROM VOICE
(VOCATIONAL & OCCUPATIONAL INFORMATION CENTER FOR EDUCATORS)

HOW THE VOICE SYSTEM WORKS

Fill out the Borrower Request Form designed to provide VOICE with complete information regarding your resource needs. When your request is received, the VOICE data base is searched, producing a computer printout listing abstracts of the resources that meet your particular needs.

At the VOICE staff's discretion, you will receive either a printout of available materials or the actual materials. From a printout, you may select the resources you want to borrow from VOICE. However, in some instances, it is to your advantage to allow VOICE to select materials for you.

VOICE materials are loaned for a three-week period. You may extend the loan period of the materials by calling VOICE at (916) 445-0401. To obtain further information, you may write, call, or visit the Center. VOICE services are free of charge to you. The only cost you may incur is for the return of loan materials to the Center. A mailing label will be included for your use in returning materials.

HOW TO REQUEST INFORMATION

Copy the master Borrower Request Form and retain the master for future use.

Fill out the Request Form. Submit one search request per form.

Request information in one of the two following ways:

1. Provide VOICE with a written description of your resource needs. List from one to five descriptors relating to the type of information you need. Use the enclosed VOICE descriptors.

   or

2. Specify a particular document by the VOICE item number, title, and/or author. If you have had previous access to the VOICE system, and you know the VOICE item number for a document, you may request that document by listing the item number in Section 2 of the form.

   Or , if you know the title and author of a specific document you would like to borrow, list them in Section 2 of the form.

   You may request up to three items at one time.

Please mail your request to VOICE,
721 Capitol Mall, Sacramento, CA 95814

VOCATIONAL AND OCCUPATIONAL INFORMATION CENTER
FOR EDUCATORS

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Sacramento, CA 95814
(916) 445-0401

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STATE USE

DUE DATE ____________

RENEWAL DATE ____________

OVERDUE NOTICE SENT ____________